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ABSTRACT

This manual is intended to be a survival guide for newly assigned teachers who have had little or no preservice training in teaching English as a second language (ESL) and who do not have access to such training prior to being assigned. The manual contains a set of beginning and intermediate lessons that can be used for the first 20 to 30 hours of instruction in an ESL class. These lessons form the basis for the teacher training part of the manual. The manual is organized in five sections. Section I presents a general orientation for the teaching of ESL and offers ideas for setting up a program. Section II contains 11 beginning ESL lessons accompanied by teacher training materials for each lesson. Section III contains 11 intermediate lessons introducing additional techniques for developing listening, speaking, reading, and writing skills. Each lesson attempts to present a different strategy for developing one or more of these skills. Section IV deals with non-literate adults. It provides some guidelines for working with them and contains 11 lessons for developing basic reading and writing skills. Section V is an annotated bibliography of selected ESL materials for adults. Appendixes contain ESL placement instructions and instruments, cloze procedure and application samples, and visual aids for lessons. (KC)

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ADULT EDUCATION ESL TEACHER'S GUIDE

Written and Produced

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Developed for and Funded by the

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This book is dedicated to Adult Education ESL teachers and their students. It is the hope of the authors that this Guide will improve the English of adult students so that they can more fully participate in American Society.

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INTRODUCTION

This manual is intended to be a survival guide for newly assigned teachers who have had little or no preservice training in teaching English as a Second Language (ESL) and who do not have access to such training prior to being assigned. It is not intended to replace preservice or inservice training and those who use it should avail themselves of such training as soon as possible.

Although it is not intended primarily for the trained teacher, it contains many ideas and suggestions which the experienced teacher may find helpful.

The manual is designed as a self-instructional guide to be used prior to and during the initial stages of learning to teach. It is intended that a large part of the orientation will occur as a natural part of actually preparing and teaching ESL lessons to your class. If you follow the guide carefully, you will develop the fundamental skills of conducting ESL lessons as you teach.

The manual contains a set of beginning lessons and intermediate level lessons which can be used for the first twenty to thirty hours of instruction in your ESL class. These lessons form the basis for the teacher training part of this manual. They are accompanied by detailed instructions which will help to orient you and train you in using the basic techniques for teaching ESL.

The format of the ESL lessons has been purposely made similar to that of many commercially available programs so that upon completion of the training materials you can readily apply the skills you have gained in teaching from the lesson materials that your center, college or school district has chosen to purchase. Thus the ESL lessons in this manual are only prototype lessons used for the purpose of introducing various techniques and principles of teaching ESL.

In addition, the manual contains a section on teaching the non-literate adult, which includes several lessons for developing basic reading and writing skills.

A selected bibliography of ESL materials is presented at the end of the manual to assist you in choosing appropriate materials for your program.

CONTENTS

SECTION I presents a general orientation for the teaching of ESL. It will also answer many questions which you will have concerning setting up a program and actually teaching a class. You should examine this carefully before proceeding to prepare and teach the lessons.

SECTION II contains beginning ESL lessons which the teacher can use for actually teaching the class. These lessons are accompanied by the teacher training materials for each lesson. The teacher should work through these materials in preparation for teaching each class.

SECTION III contains intermediate level lessons introducing additional techniques for developing listening, speaking, reading and writing skills. Each lesson attempts to present a different strategy for developing one or more of these skills. This section can be used either as a text for starting an intermediate course, or as supplementary lessons for adding variety to your teaching. Each lesson is intended to stand by itself and does not depend on the previous section for its success.

SECTION IV deals with non-literate adults. It provides some guidelines for working with them and contains a series of lessons for developing basic reading and writing skills.

SECTION V is an annotated bibliography of selected ESL materials for adults. It is divided into several subordinate areas relating to different types of programs or different needs.

SECTION I

GENERAL ORIENTATION

Understanding the Learner

The first step to being a successful adult education ESL teacher is to understand your students and their motives for attending your class. Adults are not just large children.

Teaching ESL to adults is much different from teaching ESL to first and second grade students. Frequently, teachers trained in elementary education can use many of their ESL skills in teaching adults. However, there are major differences which are outlined below.

1) Life Experience -- Adults bring to the classroom setting a lifetime of experience that should be mutually shared. Sharing experiences makes the content of the class practical and relevant to daily living. This insures that the content of your instruction includes life-coping skills and it stimulates the motivation of the adult students.

2) Motivation -- Adult students for the most part are highly motivated. They attend class of their own free choice usually at some personal and financial sacrifice. Occasional absences are due more to family obligations rather than a lack of motivation.

3) Immediate Goals -- Adult students usually have very specific and immediate goals. They are not looking forward to some long range academic achievement; rather they need English today to get a job tomorrow.

4) Self Concept -- Many adult learners are afraid to return to school for a variety of reasons. They lack the uninhibited enthusiasm of small children. The undereducated adults, in particular, are convinced that they can not learn or are too old too learn.

What kind of students attend adult ESL Classes?

There is no typical adult ESL student. Generally every class will have a wide range of backgrounds, skills and interests. Some of the more important student differences are identified below along with some suggestions as to how these factors may affect how you group your students and teach your classes.

Literacy -- One of the most important differences among adult students is whether or not they read in their native language. A special section of this manual is devoted to the teaching of the non-literate adult. (See Section IV)

Formal Education -- Students in your classes may range from those with advanced degrees in a foreign university to students with little or no formal education. Generally speaking, the majority of students will have less than a high school education and many will not have completed elementary school. One important thing for you to remember is not to underestimate the intelligence of your students. Most of them are much more intelligent than their English ability would seem to indicate.

Age -- Adult education classes generally attract students of widely ranging ages.

1) Often students in their late teens will be taking the classes in order to get into GED or vocational classes.

2) Young adults may be taking classes because they need to speak and write English to get a good job.

3) Middle aged adults frequently take classes to improve English skills for promotion in their jobs or to change careers.

4) Older retired individuals may be taking the classes now that they finally have time.

The wide range of ages suggests that you may need to use a wide variety of activities in the classroom in order to reach all of your students. It also suggests that you can often be most effective by grouping students and doing many activities in the small groups. Age is one natural way to group people.

Motivation -- The motivation of your students may fall into a broad spectrum distribution.

1) You will have students who are very eager to learn English so they can move on to other classes or so they can advance in their employment.

2) You may also have students who are required (by their employer, by some social assistance program, etc.) to attend your classes but who do not really care about English at all. Some may be motivated to learn every possible detail about every aspect of English. Others may only want as much language as is necessary to do a particular job.

As an instructor, you need to explore what your students really want. Regardless of the motivation adult students come

with, genuine concern for the student, an enjoyable class and a sense of progress will increase motivation once the students are there.

Native Language Background -- Because immigration laws and refugee patterns shift frequently, the native language backgrounds of your students may be as varied as their ages or as homogeneous as a regular English class. The native language backgrounds of the students can affect your teaching about as much as any other single factor. Some languages are more similar to English than others. These similarities can be in vocabulary, grammatical structure or sound. The languages might also share our alphabet. Teaching people with these language backgrounds is easier than teaching those with language backgrounds that are less similar to English. Even though it may be more difficult to teach people English when their native language is extremely different from English, it is not impossible. Many of these students become very fluent in English.

Native Culture--One of the most surprising things for many teachers is the influence that the native culture has in the classroom. Students come with their native cultural view of

1) what a teacher should say and do

2) what should happen in any kind of classroom

3) how a language should be taught
For example, in many Oriental cultures, the teacher is a highly respected individual and there is a great social difference between pupils and teachers. In other cultures there is less distance between students and teachers, and students expect to have more interpersonal relationships with the teachers. Dealing with culture may mean that you have to modify some of your behavior so as not to offend your students and to gain their respect as their teacher. It may also mean that you will have to explain to some of them the differences in cultural expectations and encourage them to move towards the norms of the society in which they are currently living.

Why do people enroll in adult ESL classes?

Adult learners attend ESL classes because they choose to, not because they have to. If the class fails to satisfy the need which has motivated them to come, they will simply stop

coming. Some of the major motivating forces for the students in your class are the following:

1) Survival -- They realize that learning English is essential to satisfy their most basic physical and social needs. They must speak it in order to get food, clothing, shelter, medical attention, as well as to participate in social and political institutions.

2) Job Enhancement -- In many instances they need to be able to speak English in order to get a job. Sometimes they have a job but need better English skills in order to keep the job or to advance in their employment.

3) Education -- Many students attend ESL classes in order to complete their GED or, in some cases, to attend college.

4) Social Interaction -- Some students attend ESL classes for social reasons. They enjoy meeting and getting to know new people, and the ESL class is a place where they can fulfill those needs.

One thing in general to remember about adult students is that they are much more likely than younger students to come with specific purposes for their learning. They are more likely to know what they want to learn and why they want to learn it.

How can students be motivated so that they want to keep coming to class?

Because students come with specific purposes for learning, one of the best ways to keep them motivated is to help them feel progress towards their goal. In order to do this, you will have to determine somehow what those goals are. One way to proceed is to conduct an informal discussion to determine their goals. This may require the assistance of interpreters because of the variety of the students' native languages.

Once the goals have been determined, materials and activities should be selected which will be relevant to the goals. For example, a student wants to learn English so that he or she can work towards a GED, the materials that are chosen should provide vocabulary and language patterns that are used in basic secondary textbooks.

Students will be further motivated if you remind them how each of the activities that you are doing will help them move towards their goals (e.g., "We're doing this activity so that when you are taking a math class, you will be able to . . .").

One of the most important factors which motivates students is a sense of progress. There should be clear markers of success so that students can look at what they are doing well. This means that there should be fairly frequent measurements (questioning individual students, short quizzes, corrected homework etc.) Too often teachers avoid measurements because they are time consuming or because the students have an inordinate fear of examinations. However, a wise teacher will build in easy, convenient ways of showing the students their progress. One simple way of doing this is a simple checklist of tasks which the students would want to be able to accomplish in order to reach their overall goal. As they do the tasks one by one, they sense their progress and feel that the class is worthwhile. This will keep them coming until they reach their major goal.

A second factor which will maintain and increase motivation for your students is enjoyment. Activities should provide opportunities for real social interaction and getting to know other people in a relaxed and, sometimes, even humorous ways. If activities are exciting enough, students will not want to miss class because they know they will be missing the "action." If you help your students develop feelings of respect and friendship for one another, those ties will also draw them back to the class.

Relevance is probably the most important motivating factor for adult students. If the students are exposed to and study life-coping skills, e.g. balancing a checkbook, applying for a job, etc., their interests will never waiver.

About the Language

A second step to being a successful ESL teacher is to become aware of the language and how it is used. Even though you have probably spoken English for years (maybe even all of your life) and have been taught the language formally in school, you may not be aware of many of its aspects which give non-native speakers a hard time. Very often the things which give your students the hardest time are things that come most naturally to a native speaker. There is not time nor space in this manual to teach everything about the language. But there are a few things which can become important issues in an ESL class.

What is correct English?

Most people believe that there is a very definite set of English rules which, when followed, will produce correct English. In reality, this is not true. A better question to ask is, "What is appropriate English?" The answer to that question depends on many things

1) the relationship of the speakers (e.g., good friends speak to each other differentlythan an employer speaks to employees)

2) the situation in which the communication takes place (e.g., people have to provide different kinds of information when talking over the telephone than when talking face-to-face)

3) the topic of the communication (e.g., you may speak differently in telling a joke than you would in discussing a math principle), etc.

You should aim at teaching your students language which will help them achieve their goals appropriately. For example, they may want to be able to request help in a store. You would teach them to do it in such a way that they would get the help and that the people helping them would not think that they were rude, stupid, nor snobbish. Overall, teachers have a tendency to try to teach styles of English that are too formal for most of the situations their students will encounter. Try to avoid this fault. Contractions (I'm, he's, they'll) are always used except in very formal situations.

What are some major problems that ESL learners have with vocabulary?

The problems that ESL learners have with vocabulary usually depend on the native language background. Many languages have words which are similar in sound and meaning to English words. These kinds of words are called cognates. They are some of the easiest words to learn, and you can use them initially to help students increase their English vocabulary rapidly.

To really understand words, students have to know

1) what they mean

2) what other words they are used with

3) which situations they are used in

4) what the social consequences of their use can be (e.g. Saying "scram" has different social consequences from saying, "Please leave."). The best way to make sure that students know these things about vocabulary is to teach the vocabulary through use in realistic situations. If the situation is clear, the meaning and use of the vocabulary item also becomes clear. Teaching vocabulary through lists often results in students knowing how words are pronounced and what one meaning of a word is, but they really do not know how to use the words correctly.

What are some major problems that ESL learners have with grammar?

Word order -- In English, word order is more important than it is in many other languages. Very often ESL students produce sentences which sound strange to the native's ear because the order of the words in the sentences is wrong. The basic pattern for English statements is: SUBJECT-VERB-OBJECT(S)-PLACE-TIME. Sentences do not have to have all of these parts, but if all of the parts do occur, they most likely will occur in this order. If a sentence has both a PLACE and a TIME, one of these is frequently moved to the front of the sentence.

A change in basic sentence order can make an English sentence nonsensical or make it mean something completely different. For example, if part of the verb is moved so it comes before the subject, we have a question. (e.g. "John will be home at eight" becomes "Will John be home at eight?) If you switch the time phrase with the place word you get an understandable sentence that no native speaker would ever say, "John will be at eight home." Word order is also important in English with phrases smaller than a sentence. For example, notice how natural phrase #1 sounds and how unnatural phrase # 2 sounds:

1. ...those first two big yellow climbing roses of yours which you planted...

2. ...big those two first climbing yellow roses which you planted of yours...

Verbs -- There are several problems that ESL speakers have with English verbs. Basically, however, the English verb system is fairly simple (more simple than most Western European languages but a little more complicated than most Oriental languages). Here are some of the problems students have:

Present tense: The present tense in most languages refers to actions that are taking place in the present. In English, this is not really true. We use present tense to refer to actions which are habitual, repeated, or always true. (e.g., The sun rises in the East; I get up every day at 6:00 a.m.; We celebrate Thanksgiving in November). English uses present progressive (present continuous) to express actions that are taking place in the present (e.g., I'm reading a teacher training manual; I'm teaching an ESL class; You're preparing to take your GED).

Future tense: The most common future tense in English does not use WILL as you may have been taught. The most

common future tense is produced with the expression GOING TO (e.g., I'm going to eat...; he's going to show us how...; we're going to study...). You should remember also that in everyday speech this GOING TO expression is pronounced "gonna" and that it is not incorrect to say it that way as long as it is understood.

Two-Word Verbs: Some actions in English are expressed by phrases which consist of a verb and a preposition or adverb. The action is not expressed by the verb alone. For example, GET means 'to obtain, to acquire, to receive, etc.' while GET OVER means 'to recover from an illness,' and GET UP means 'to arise from a reclining position.' There are hundreds of such phrases in English. They are a problem for ESL students because they are often not listed in the dictionary in a separate form and their meaning is hard to find. A good textbook will probably teach many of these two-word verbs, but if yours does not, you should teach them to your students as they arise naturally in the classroom (for example, HAND IN your papers).

Besides not appearing as separate entries in the dictionary, these two-word verbs present one other problem some of them must have their two parts together in a sentence while others may have their parts separated by other things in the sentence.

Examples: The teacher always calls on students who are prepared. She asked me to call her up after dinner.

The two-word verbs which can not have their parts separated are called "inseparable" and the others are called "separable." Look at the examples below.

Examples: They wanted to look over the car.
They wanted to look the car over.
They wanted to look it over.
but NOT: They wanted to look over it.

The verb DO--In English, we use the verb DO (DO, DOES, DONE, DID, etc.) in at least four different ways:

1) As a verb like other verbs: Jennifer did the dishes.

2) As a sign of emphasis: I did comb my hair.

3) As a verb which can be placed in front of the subject to form a question or to which NOT can be attached to form a negative statement: Do they want more bread? Mr. Jones doesn't know if the clock is correct.

4) As a substitute verb to save repetition of another verb or verb phrase: My sister needs a new coat and I do too. They didn't finish their tests, but I did. Your students will probably have difficulty with all of the uses of DO except the first example.

Prepositions--English prepositions are a problem because different languages use different prepositions to express the same ideas. It will help your students if you do not teach too many prepositions at one time. Also, it will help if you are sure to put the prepositions in context (in a situation where the use is natural).

Nouns--In English, as in many other languages, we consider some things countable and some things non-countable. If something is countable, it can have a plural form; if it is non-countable, it can not have a plural form and the singular form is used to refer to any quantity. Some of the things which we consider non-countable in English are: abstractions, ideas, ideals, emotions, gases, fluids, materials with particles too small to be conveniently counted, and fields of study. Many languages have the same concept of count and non-count but they do not always put items in the same category as we do in English. For example, in English, HOMEWORK and HOUSEWORK are generally noncountable. (We do not say HOUSEWORKS, for example.) In other languages, these nouns are countable and they do have plural forms. Students have to learn which nouns are which in English because it affects other grammar principles as well (e.g. whether to use A LITTLE or A FEW before the noun).There are other problems with English grammar but most good textbooks can guide you along. The pointers included here are mentioned only to make you aware that there are many aspects of English which are not problems at all for native speakers (even uneducated ones), but which might cause problems for your student.

What are some important things to know about pronunciation?

As a teacher, the most important thing for you to know is what factors influence whether the pronunciation is correct or not. You can use your own pronunciation as a model. When you want your students to produce the sounds correctly, sometimes you can give them more help if you are aware of what produces the differences. Here are some of those aspects:

Voicing-- One thing which distinguishes one sound from other sounds is voicing. When a sound is voiced, the air used to make the sound causes the vocal cords to vibrate. You can tell if a sound is voiced by placing your hand tightly on your throat and saying the sound in isolation. If the sound is voiced, you will feel vibrations. (Try

saying "zzzzzz" with your hand tightly on your throat. Now try saying "ssssss." You should feel the vibrations with "zzz" but not with "sss.") When a student is saying a sound incorrectly, one reason may be that he or she is voicing an unvoiced sound or is not voicing a voiced sound.

Mouth, Tongue, Lip position--Another thing that makes a difference in sound is the position of the mouth, tongue, lips, etc. (sometimes these are called articulators). For vowels, differences in sounds are produced by how far forward or back the tip of the tongue is in the mouth, by how high or low it is, by how much the jaw is dropped, and by whether the the lips are rounded or not. For consonants, differences in sound are produced by where the tongue touches in the mouth, by which part of the tongue touches, and by whether the air is stopped completely or partially and then released. With some consonants the differences are created with articulators besides the tongue (e.g. 'b' is produced by the upper and lower lip) or by the shape of the tongue rather than the position (e.g. 'r' and 'l' are different because the tongue curls up towards the roof of the mouth with 'r'). If your students are producing a sound incorrectly, try to imitate them to feel where your tongue is and how your mouth is shaped; then, move your tongue, to the correct position to make the sound. You ought to be able to help your students get their tongues and mouths into the correct position in this way.

Stress and Rhythm--English has a stress and rhythm pattern which is different from most languages in the world. Most languages give equal amount of time to each syllable. In English, we give an equal amount of time between stressed syllables. This means that we say many unstressed syllables very quickly. This difference is one that most ESL speakers will benefit from learning through lots of practice and example.

Intonation--In English, there are two basic intonation patterns. With one, the speaker raises his or her voice on the last stressed syllable of the sentence and keeps the tone higher to the end of the sentence (called rising intonation). This pattern is used to indicate that what he or she is saying or asking requires a YES or NO answer. With the other pattern, the speaker raises the pattern on the last stressed syllable of the sentence and then drops the tone to a point that is even lower than the tone before the voice was raised (called rising-falling intonation). This pattern is used for regular sentences and for most questions requiring the giving of some information as an answer. There are other patterns, but they are basically variations of two described. You need to help students be aware of the intonation as often

it can completely change the meaning of a sentence (e.g. "You're a high school graduate" can either be a statement or a question depending on whether it is said with rising intonation or rising-falling intonation.)

Many textbooks may also give you pointers about English pronunciation. However, if they do not, you can usually figure out what the problems are by looking at the four aspects of sounds which were discussed, namely, voicing, position, stress and rhythm, and intonation.

Some Facts About How Second Languages are Learned

The third step to being a successful ESL teacher is to be aware of some common myths about second language learning and teaching that can significantly reduce your effectiveness. They are:

1) That language can be learned much like other school subjects, i.e. learning facts or rules and applying those facts in a problem solving fashion.

This myth often results in the teacher spending a lot of time talking about the language being learned and not talking in that language. It results in testing the students' knowledge of grammar and not their ability to communicate.

Language is not learned primarily by learning the "rules" but rather by first listening to and understanding the spoken language and then practicing speaking. Occasionally, however, learning of rules can help many adults learn and use the language. Just do not make rules the focus of the course.

2) That language is learned primarily by memorization and repetition of sentence patterns.

While repetition and memorization can play an important role in language learning, they cannot by themselves insure that students will be able to use the language for any real purpose. Repetition and memorization, if used, must be accompanied by other activities requiring the application of the learned patterns in novel situations and with variation in vocabulary and even structure.

3) That language lessons should be centered around a particular grammatical pattern and that these should be sequenced from simple to complex.

This myth often leads to the teaching of sentences because of their simplicity rather than because of their usefulness to the learner. The first consideration in selecting material for teaching a second language should be to choose vocabulary and sentences that the learner wants and

needs to learn. The grammatical simplicity of the sentence should be a secondary consideration.

4) That language is learned by first gaining mastery over one sentence pattern and then moving on to another.

This myth often leads to the overuse of mechanical structure drills and causes the teacher to place an inordinate amount of attention on the correction of grammatical errors. Research has shown that grammatical development takes place gradually and that the learner is developing many aspects of the grammar simultaneously. Learner errors are not all bad. They can show the teacher that the learner is progressing normally toward mastery of the whole language system.

The teacher's efforts should be focused on providing the student with lots of opportunities to hear and comprehend communicative language and to interact in as realistic a way as possible.

ESL Placement

The last important step in being a successful adult education ESL teacher is student assessment and placement. It is critical that adult students be properly placed otherwise they will quickly lose interest and drop out. If the material you present in any level ESL class is too easy, students will become bored. If it is too hard, they will not return for the second class.

Regardless of the placement technique used for adult students, the first impression is an important one. Many adult students come to the ESL classroom with a lot of fears. In some cases their last experience with school was a negative one (e.g. they may have left school as teenage drop outs.) Consequently, it is very important that the teacher establish a friendly, enthusiastic rapport free of any academic pretense. This friendly social approach is especially important for the more undereducated adults. Even though their fear level is very high, it can be broken down by a friendly smile and pleasant small talk.

How do you place adult students according to oral ability?

The most common method of assessing adult student's oral proficiency in order to place them in appropriate classes is to engage them in a brief oral interview. For non-literate students this approach is particularly valuable. The following questions are appropriate for this interview:

1) What is your name?

2) Where do you live?

3) Are you married?

4) Do you have any children?

5) Where were you born?

6) What day is it today?

7) Where do you work?

8) What kind of work do you do?

9) How long have you lived in this city?

10) What do you need the most help in speaking, reading or writing?

11) Why do you want to study English?

12) What do you like to do for fun?

13) Tell me something about your family.

At all times be relaxed and friendly with the students. Make them feel comfortable. Reassure them that this is for placement purposes only and it is not an examination. Repeat the question or statement if necessary. You may clarify a response or even prompt the student to help them feel more at ease. If they give a correct and clear answer in English, give them two points for each item. If they give an unclear, inappropriate answer give them one point. For no answer give them a zero. Add up their points for a total score.

Students with a total score of about 0-10 should probably be placed in a beginning class. Those with scores of about 10-20 should be in an intermediate class and those who score above 20 should be in an advanced class. These scores are only estimates and the examiner must use his judgement in determining the class which could be appropriate for each individual, especially those whose scores fall near the breaking points.

Literacy Assessment

In addition to oral assessment and placement, it is very important to assess the literacy skills of your adult students. There are two aspects to this assessment, first determining if the student is literate in his native language and second to find out if the student has some writing skills in English.

To assess the literacy skills of the individual you are interviewing, simply ask them to write the answers to the questions that appear on the reverse side of the placement

instrument. (See the samples in Appendix A.) Encourage the students to write their responses in either English or their native language whichever they find easiest. (You may need interpreters to assess the level of your students' native literacy.) Again, make your students feel comfortable. Repeat the fact that the purpose is only to place the student in an appropriate class. Encourage them to answer as many as possible. NOTE: Be sure that the students write their own answers to the questions on the page. Sometimes the relatives or friends may want to help the student. Obviously, this totally defeats the object of the assessment process.

The literacy assessment instrument is not to be used as a diagnostic tool; rather its purpose is to distinguish the literate adult student from the totally non-illiterate student. ESL curricula for these two very distinct groups must be developed to meet their specific needs.

How do you place more literate students?

Once you find out that you have a group of students somewhat literate in English, then you may need to evaluate their literacy level. There are a number of ways to do this. You may want to administer a cloze procedure, or a dictation test.

A CLOZE TEST

One test which has proven successful in determining English ability is the cloze test. This test consists of a written passage which has missing words. The student is asked to supply the missing words.

Choose a passage of 100-150 words from the text which you commonly use for beginners in your classroom. Try to get a passage which does not use many uncommon words or many proper nouns (names of specific people, places, etc.). A paragraph from the Reader's Digest or a 7th or 8th grade textbook might be appropriate if you choose an article which deals with a subject most adults would be acquainted with. Leave the first sentence of the passage as it is, but eliminate every seventh word in the rest of the passage and put a blank of standard length wherever a word is eliminated. Put a number in each blank. (See Appendix B for an example.)

Have students read the entire passage silently without writing anything. Then have them read the passage again and write a word by each number on their paper which would be appropriate for the blank with that number. After they have done this, they read the passage again to themselves with the words they have chosen and then hand in their papers. When you correct these papers, give one point for every word which

the student supplies that is identical to the missing word from the original passage. Other words may seem appropriate to you, but experiments have shown that your placement will be essentially the same if you only accept the original word. Scores should be computed and the students divided into groups according to scores. Those with low scores would form the beginning group. Those with perfect or nearly perfect scores should be screened out to form a more advanced class.

A DICTATION TEST

Choose a passage of about 100 words from a commonly used text in your classroom. Tell your students to listen carefully. Read the passage out loud to them at a normal speaking rate to give them an overview of the passage. After this first reading, let students ask questions about the passage and write one or two of the most unfamiliar words on the board. Now, tell your students to write what you read. Tell them that you will read slowly, but that you will not repeat anything. Read the passage again pausing every 5-9 words (at places for normal speech pauses, such as at the end of phrases) so the students have time to write. Do not repeat any phrases. Finally, read the passage a third time at a normal speed and have the students make any corrections or additions they desire and then have them turn in their papers. To score the papers, simply put a check for every word left out, every error in grammar. Count the number of checks and give the paper that score. You can then divide the class according to scores. Those with the most checks would be in the beginning group. Those with fewer checks would be in the intermediate group. Any with very few or no errors would be in an advanced group. (Quite often you will discover that the students fall very naturally into groups.) If you are offering more than one class, you can divide the students into separate classes. If not, you can simply use the scores to help you make grouping choices within the same class. (This does not always mean that you automatically put the beginners with beginners and the advanced with advanced. It is often to the advantage of all to have mixed groups of higher and lower ability students.)

<u>What other ways of deciding on placement are there?</u>

There are several other methods which you may wish to use for placing student in different groups instead of the test listed above. For example, many school districts have standard ESL tests that you could use. (See the annotated bibliography in Section V for a list of these tests.) Another possible grouping can be based on occupational interests (e.g. mechanics, nurses, aides, etc.). Students with similar interests will be grouped accordingly.

If the age range of your students is very wide, it also might become the basis for grouping. Students under 30 usually get along all right together. There is usually not too much difference in students from 30 to 50 or 55 so they might form a group. Students over 55 can also usually be grouped together (although this group shows more individual variation in language learning ability than other groups).

Program Organization

There are some important practical considerations which all ESL teachers need to address. Three such topics are discussed below.

How are ESL programs organized?

There are two basic approaches to designing the overall ESL program. One is a system in which students enroll in classes and attend the classes at prearranged specified times. We shall refer to this as the classroom model. A second approach is the center model, in which the students are allowed to come into a learning center, work as long as they wish and leave when they want to. In this type of program, the students usually spend most of their time working individually or in small groups with the teacher. Given the fact that this type of program usually has a full-time trained ESL teacher, this manual will concentrate primarily on the first model.

Within the classroom model there are various types of classes. The most common type, and the one for which this manual is primarily designed, is the situation in which there is more than one class and the students are divided into classes according to proficiency levels. In this kind of class, even though the students are grouped according to proficiency, there will always be some students who are more advanced than others. In addition to these differences which exist at the beginning of the class, the program will usually have a policy called "open enrollment." This means that students can continue to enroll after the class begins.This makes it necessary to plan the instruction so that lessons are as nonsequential as possible, that is, each lesson can be taught independently of the previous ones. While this is not entirely possible, it is desirable to have lessons which can accomodate new students as well as those who have attended previous lessons.

The differences in students mean that the teacher will need to plan activities which allow for different levels of performance in each thing being taught. The best way to do this is to break the class frequently into small groups for part of the class time and work with each group on their level. This is particularly true if the class has students who do not read in their native language.

What type of ESL class do you want?

Once you have decided what place your class is to have in the overall program, you are ready to begin the arrangements for the actual class. The following section is designed to help you make and carry out those arrangements as easily as possible.

ESL classes are taught in all kinds of classrooms under all kind of conditions. However, there are some features of a classroom that are desirable and which can contribute to the learning of the students. For example, it is desirable to have a classroom that has movable desks. This is important so that you can use a variety of smaller size groups whenever you desire. Students can simply be told to pull their desks to a particular area of the room and into a particular arrangement. If individual movable desks are out of the question, the next best set-up is tables with movable chairs. If you have to use a room with chairs or desks attached to the floor or each other in long rows, your problems of getting students to interact will be greater.

Other desirable features for an ESL classroom include a large blackboard, a bulletin board at the front where you can tack things for all to see, a large table at the front of the room where you can place real objects to work with, good lighting (particularly if you have any elderly students), and a means for controlling the air and temperature. It is also desirable to have a room that is not penetrated by lots of outside noise. Learning a language under optimal circumstances can be trying; learning a language to the accompaniment of outside motors, traffic, and talking can be almost impossible.

How often should the class meet and how long should each class be?

Experiments have shown that little language learning takes place in classes that meet less than three times a week. The ideal situation for an adult education ESL class would probably be one that meets every day for an hour or an hour and a half. Second best would be a class that meets three times a week for two hours. Meeting less often, even for longer periods at a time, often becomes counterproductive because so much is forgotten between class meetings. If you have control over the length of the class term (semester, quarter, etc.), you might try about an eight week course. Courses approximately this long allow students to feel a sense of accomplishment, and at the same time making it possible for new students to join and feel that they are not intruders.

SECTION II

BEGINNING ESL LESSONS AND ACCOMPANYING TEACHER TRAINING MODULES

INTRODUCTION

This section contains 11 ESL lessons and the teacher training modules which will enable you to teach them. The lessons are printed on regular white paper and the modules are printed on yellow paper. If you follow the training modules carefully, step by step, you should be able to learn some of the basic techniques for teaching ESL as you teach.

In preparing each lesson, first turn to the lesson part. This contains the actual material which you will be teaching to your students. Examine the lesson carefully, beginning with the objectives; read the dialog and then the practice exercises. Next turn to the training module (yellow paper) which is intended to accompany that lesson. Each module begins with an objective and a statement of purpose. Then it outlines step-by-step procedures for preparing a particular part of the lesson and instructions for teaching it. Follow these procedures carefully.

NOTE: Each lesson should be duplicated or photo-copied in advance for all students. Encourage your students to compile their lessons in a notebook to be studied at home.

LESSON 1

GREETING AND INTRODUCTIONS

Objectives: To be able to greet people, introduce yourself, introduce others, ask for information, and give information.

Dialog: *

Robert. Hello, my name's Roberto.

Lily. (I'm) glad to meet you. My name's Lily. This is my neighbor, Sara.

Robert. (I'm) pleased to meet you, Sara. Where are you from?

Sara. (I'm) from Mexico.

* (The parentheses enclose words which can be omitted.)

Practice 1

Hello, my name is _____. (I'm) glad to meet you.
happy
pleased

Practice 2

This is my neighbor, _____. (I'm) pleased to meet you.
classmate
friend
brother
sister
mother
father

Practice 3

His name is _____
Her
Your

Practice 4

(I'm) from San Antonio. He's from Texas.
Los Angeles. She's
Mexico. You're

Practice 5

Where are you from?
is he
is she
am I

Practice 6 Dictation

A. Hello my ___ Robert.
B. Glad to meet ___. ___ name's Sara.
C. This is my ___, Lily.
D. Pleased to ___ you, Lily. Where are you____.
E. (I'm) from Thailand.

Practice 7 Role Play

A. ___, this is ___.
B. Glad to meet you. Where are you from?
A. (I'm) from___.

Cultural Note: In the United States people do not always shake hands when introduced. Men usually do when introduced to other men. When introduced to a woman, a man usually waits for the woman to offer her hand. Women frequently do not shake hands when introduced to either men or women.

Generally, when men shake hands with each other they offer a firm grip.

LESSON 1

TEACHER TRAINING MODULE 1

TEACHING THE DIALOG

Competency: To be able to teach a dialog in such a way that the student can enact the dialog in a role play with classmates.

Purpose: There are two main purposes for teaching the dialog. First, it will provide the student with a bit of language that will help him perform in a particular setting (writing a check, buying a stamp, etc.). The more specific you can be in adapting the dialog to the students' immediate circumstances, the more meaningful the dialog will be and the more likely it will be that the students will learn and use it.

The second purpose of the dialog is to introduce certain high-frequency patterns of the language which will be practiced further in the dialog expansion activities.

NOTE: If the students do not have text materials where they can see the written dialog, the teacher can write it on the chalkboard. It is usually helpful to adults to be able to see the written form. If the teacher notices certain sounds being pronounced incorrectly because of the students' native language pronunciation, he may want to focus their attention on the letters and their correct pronunciation.

Preparation:

Step 1: THINK ABOUT THE KIND OF SITUATION YOU WANT THE STUDENTS TO ENACT AFTER THEY HAVE FINISHED THE DIALOG. BE AS SPECIFIC AS POSSIBLE.

Look at Lesson 1 again. For this lesson you might imagine a student introducing a friend during a break. At the end of the lesson you may want the students to pretend they are introducing a fellow classmate to another friend.

Step 2: BREAK THE DIALOG INTO PAIRS OF LINES OR EXCHANGES (THESE WE WILL CALL CYCLES) AND PERSONALIZE IT.

If you want the students to be able to enact the dialog or parts of it, it is best to break it down and personalize it, i.e. change its characters to members of the class.

For Lesson 1 the dialog could be broken down as follows:

a. Roberto: Hello, my name's (TEACHER'S NAME).
   Sara: (I'm) glad to meet you.

b. Sara: This is my friend, (STUDENT'S NAME).
   Roberto: (I'm) pleased to meet you.

c. Roberto: Where are you from?
   Lily: (I'm from) Thailand.

Step 3: WRITE THE DIALOG ON A 3" x 5" CARD.

It is necessary for the teacher to be able to walk around and listen to and interact with each student. Having to carry a textbook around can reduce your mobility. After you have taught a few lessons you may be able to leave the book on the desk and refer to it periodically and not have to make cards.

Teaching:

Step 1: EXPLAIN TO THE STUDENTS USING PICTURES, GESTURES, THEIR NATIVE LANGUAGE, OR WHATEVER MEANS NECESSARY THE CONTEXT AND PURPOSE OF THE DIALOG.

In the case of Lesson 1 the purpose is to enable them to introduce themselves and others, and to tell where they are from.

Step 2: ENACT THE FIRST LINE OF THE DIALOG AS YOU SAY IT AND HAVE STUDENTS LISTEN. (REPEAT SEVERAL TIMES).

Lesson 1: Hello, my name's (TEACHER'S NAME).

Step 3: HAVE STUDENTS REPEAT IN CHORUS AFTER TEACHER UNTIL THEIR PRONUNCIATION IS FAIRLY ACCURATE.

Ex: T. Hello, my name's _____.
    S. Hello, my name's _____.

Step 4: HAVE STUDENTS REPEAT INDIVIDUALLY PERSONALIZING THE LINE.

Student: Hello, my name is (STUDENT'S NAME).

Step 5: REPEAT STEPS 2 AND 3 WITH THE NEXT LINE OF THE DIALOG.

Step 2: T. (I'm) glad to meet you. (students listen)
Step 3: T. (I'm) glad to meet you.
        S. (I'm) glad to meet you. (student repeats)

NOTE: In normal conversation Americans say "meechuh" for "meet you" so that the t plus y become ch. Students should be encouraged to pronounce it this way.

Step 6: TEACHER SAYS LINE ONE AND STUDENTS RESPOND WITH LINE TWO, FIRST IN CHORUS AND THEN ALONE.

Teacher: Hello, my name's (TEACHER'S NAME).
Student: (I'm) glad to meet you. My name's (STUDENT'S NAME).

Step 7: HAVE STUDENTS PAIR OFF AND TAKE TURNS INTRODUCING THEMSELVES WHILE THE TEACHER CIRCULATES, LISTENS AND HELPS.

Student 1: Hello, my name's _____.
Student 2: Glad to meet you. My name's _____.

Step 8: REPEAT STEPS 2 THRU 7 WITH THE NEXT TWO LINES OF THE DIALOG.

Step 9: HAVE STUDENTS ENACT THE FIRST FOUR LINES OF THE DIALOG.

Break students into groups of three (for the three persons) and have them enact the dialog.

Student 1: Hello, my name's _____.
Student 2: (I'm) glad to meet you. My name is ____.
Student 1: This is my friend _____.
Student 3: Pleased to meet you.

Step 10: REPEAT STEPS 2 THROUGH 7 WITH THE NEXT TWO LINES OF THE DIALOG.

Step 11: REPEAT STEP 9 WITH ALL OF THE LINES OF THE DIALOG.

Additional Activities:

1. Have students follow along in their TEXT as the teacher reads the dialog.

2. Have students pair off and read alternate parts of the dialog while the teacher circulates and listens.

3. Have students pair off and show pictures of their family and tell who they are. For example: Student: This is my _____.

LESSON 1

TRAINING MODULE II

DIALOG EXPANSION, STRUCTURE DRILLS

Competencies: To be able to introduce new vocabulary associated with the dialog topic.

To be able to give student meaningful practice with sentence patterns used in the dialog.

Principle: It is important when doing dialog expansion exercises to make the practice as communicative and realistic as possible. Motivation and learning are increased if the student is involved physically, mentally and emotionally in the practice. Thus it is suggested that the teacher use physical movement, real objects, pictures, etc. in practicing the language.

Preparation:

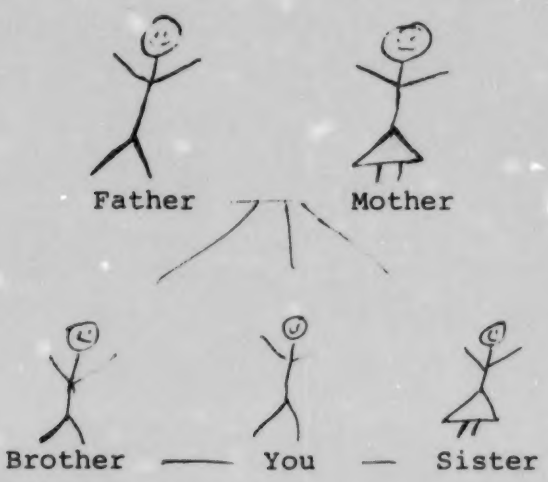
Step 1: LOOK AT EACH OF THE PRACTICE EXERCISES AND THINK OF WAYS OF COMMUNICATING THE MEANING OF NEW VOCABULARY ITEMS.

Practice 1

Just tell the students that "glad", "pleased" and "happy" all mean essentially the same thing in this context.

Practice 2

These relationships may be communicated with pictures or even stick figures drawn on the chalkboard. For example:



Practice 3

You can use people in the class to communicate the meaning of these pronouns.

Practice 4

Use a map of a country of the world. If you do not have access to a map, draw one or have a student draw one on the chalkboard. Often times a rough map adds an element of interest. As a matter of fact students might each be asked to draw a picture of his country and let the others guess what country it is. Or if they are too embarrassed, they could come up and tell the teacher and he could draw it.

Step 2: WRITE THE SENTENCE PATTERNS AND ADDITIONAL VOCABULARY ON CARDS SO YOU DO NOT HAVE TO CARRY THE BOOK.

Teaching: (These steps should be carried out for each Practice Exercise in the Lesson)

Step 1: INTRODUCE THE NEW VOCABULARY USING YOUR OBJECTS, VISUAL AIDS, GESTURES, ETC. AND SAYING THE WORD.

*All of these first examples are for preparing Practice 1.

Write glad on the chalkboard and ask someone to draw a stick figure of a face that is "glad." Repeat with happy and pleased. Explain that they mean about the same thing.

Step 2: SAY THE SENTENCE WITH THE FIRST VOCABULARY ITEM IN IT AND ACT OUT THE SENTENCE.

(The students can just listen and watch.)

Teacher: (I'm) glad to meet you.

Step 3: HAVE THE STUDENTS REPEAT THE SENTENCE.

Teacher: (I'm) glad to meet you.
Students: (I'm) glad to meet you.

Step 4: SUBSTITUTE THE OTHER ITEMS INTO THE SENTENCE BY USING NON VERBAL CUES.

Teacher: (Points to the word pleased on the chalkboard).
Individual student: (I'm) pleased to meet you.
Class: (I'm) pleased to meet you.

Teacher: (Points to word happy).

Individual Student: (I'm) happy to meet you.
Class: (I'm) happy to meet you.

Step 5: PUT THE SENTENCE INTO A REALISTIC COMMUNICATIVE CONTEXT AND ROLEPLAY IT.

(This should first be done with a teacher and a student then the students should pair off and do it.)

Practice 2

Step 1: DRAW THE STICK FIGURE GENEOLOGY DISCUSSED IN STEP 1 UNDER LESSON PREPARATION ONE FIGURE AT A TIME IN THE FOLLOWING ORDER YOU, FATHER, MOTHER, SISTER, BROTHER.

Pronounce the word for each stick figure several times. Then have the students add any other persons they are interested in learning, for example husband, wife, son, daughter, etc.

Step 2: This is my friend, (STUDENT'S NAME).

Step 3: This is my friend, (STUDENTS'S NAME).

Step 4: CHOOSE THREE STUDENTS, POINT TO A FIGURE ON THE CHALKBOARD AND HAVE ONE STUDENT INTRODUCE ANOTHER USING THAT TERM, FOR EXAMPLE, "THIS IS MY BROTHER (NAME)."

(Repeat this procedure with other groups of three students and other terms).

Step 5: DIVIDE CLASS INTO GROUPS OF THREE AND HAVE THEM ROLEPLAY INTRODUCTIONS.

Example:

Student 1: Hello, my name's _____.
Glad to meet you. My name's _____.
This is my classmate, _____.
Pleased to meet you, _____.

Practice 3

Step 1: POINT TO YOURSELF AND SAY "MY NAME" (REPEAT SEVERAL TIMES).

Write my name on the chalkboard.
Have students repeat orally. Point to a male class member and say "his name". Repeat the above with a female and her name.

Steps 2, 3, and 4: His name is (NAME OF STUDENT).

Step 5: ROLE PLAY INTRODUCTIONS.

Hello, my name's _____.
Glad to meet you. My name's _____.
This is my father, _____.
Pleased to meet you, _____.

Practice 4

Step 1: SKIP THIS STEP.

Step 2: POINT TO MAP AND SAY, GESTURING TO YOURSELF, "I'M FROM_____."

Step 3: HAVE STUDENTS REPEAT IN CHORUS UNTIL THEY CAN PRONOUNCE THE SENTENCE SATISFACTORILY, THEN HAVE ONE POINT TO THE MAP AND SAY, "I'M FROM _____."

Step 4: TEACHER POINTS TO A STUDENT AND SAYS:

"She's from _____.
Students repeat.
Teacher points to other members of the class or to self and has students respond "He's from _____,"
"I'm from_____ .

LESSON 1

TRAINING MODULE III

CLOZE TYPE DICTATION EXERCISE

Competency: To be able to conduct a cloze type dictation exercise.

Purpose: A dictation exercise can have many purposes. It is an excellent listening exercise and can be used to sharpen the skills of listening and comprehending. It also helps to develop reading and writing skills by exposing the student to the written form of the language as he listens to the spoken form. Students begin to recognize sight words and to make associations of sounds with letters. The dictations can also be used to develop spelling skills by leaving a blank in place of the words you want the student to practice. Finally, it can help the student to learn the structure of the language by focusing his attention on structures which he does not yet control.

Preparation:

Step 1: GET A COPY OF THE DICTATION EXERCISE FOR EACH STUDENT.

You can have the students write directly in the blanks or if the materials are not consumable, you can have the students number the blanks and write the answer on a separate sheet.

Step 2: (Optional) TAPE-RECORD THE DICTATION EXERCISE AT NORMAL SPEED WITH A BRIEF PAUSE AFTER EACH SENTENCE.

(The advantage of tape recording the exercise is that students will not ask to slow it down or to repeat a word as readily.)

Step 3: (Optional) MAKE AN OVERHEAD TRANSPARENCY OF THE DICTATION EXERCISE WITH THE BLANKS FILLED IN.

Teaching:

Step 1: HAND OUT THE DICTATION SHEET.

Tell the students that you are going to play (or read) a passage and that you want them to listen, read along on their sheets, and write in the missing words.

Step 2: PLAY THE TAPE OR READ THE PASSAGE AT NORMAL SPEED WITH A PAUSE AFTER EACH SENTENCE ALLOWING THE STUDENTS TO WRITE IN THE MISSING WORDS.

Do not repeat the sentence.

Step 3: PRESENT THE OVERHEAD TRANSPARENCY OR WRITE THE CORRECT ANSWERS FOR EACH BLANK ON THE CHALKBOARD.

Let the students check their work.

LESSON 2

FILLING OUT FORMS

Objective: To be able to give personal information about yourself.

To be able to fill out forms with the appropriate personal information.

Dialog:

Secretary. What's your name?

APPLICANT. (My name's) Tuang Lee.

Secretary. I'm sorry, what's your first name again?

APPLICANT. (My first name is) Tuang. T-U-A-N-G.

Secretary. What's your address?

APPLICANT. (My address is) 905 South State Street.

Practice 1 Numbers From 0 to 10

0	1	2	3	4	5
ZERO	ONE	TWO	THREE	FOUR	FIVE
6	7	8	9	10	
SIX	SEVEN	EIGHT	NINE	TEN	

Practice 2 Following instructions

Stand up.
Go to the chalkboard.
Write your name.
Write your first name.
Write your last name.
Write your middle initial.
Go back to your seat.
Sit down.

Practice 3

My name is Mary Ann Smith.

first name	is	Mary.
last name		Smith.
middle name		Ann.
middle initial		A.
maiden name		_____.
husband's name		_____.

Practice 4 The Alphabet

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Practice 5 Spelling Your Name

My first name is Mary, M-A-R-Y.
My last name is Jones, J-O-N-E-S.

Practice 6 Following Instructions

Stand up.
Go to the chalkboard.
Write your First name.
Read your First name.
Spell your First name.

Write your (tele)phone number.
Read your (tele)phone number.
Erase your (tele)phone number.

Cultural Note: In the United States our first name and middle name are names which our parents choose for us at birth. Our last name is our family name and is usually the same as our father's last name. When a woman marries she usually replaces her own last name with that of her husband. In recent years many women choose to keep their own last name and just add their husband's name onto the end, for example: Mary Anderson-Smith.

Practice 7

My address is 905 South State Street.
phone number 373-8836.
social security number 437-79-1502.
area code 512.
zip code 84602.

Practice 8 Dictation

_____ your name?
My _____ Tuang Lee.
I'm _____, what's your _____ name again.
_____ first name is Tuang. _____.
What's your_____?
My address_____ 905 South State Street.

Practice 9 Filling Out Forms

APPLICATION FORM

Last Name First Name Middle Name

Address City State Zip

Telephone Number Social Security Number

LESSON 2

MODULE I (CONTINUED)

TEACHING THE DIALOG

Purpose: This part of Module I is to re-enforce the dialog teaching skills which you developed in working with Lesson 1 by applying them to Lesson 2. In this section you will learn a more effective way of teaching question-answer sequences.

Preparation:

Step 1: THINK OF A SITUATION OR CONTEXT FOR THE DIALOG.

For Lesson 2 you might imagine the student applying for night school, utility service, a loan, a drivers license, etc.

Step 2: BREAK DIALOG INTO CYCLES AND PERSONALIZE IT.

What's your name?
My name is (teacher's name).

I'm sorry, what's your first name again?
My first name is (teacher's first name).

What's your address?
My address is (teacher's address).

Step 3: WRITE THE DIALOG ON 3" x 5" CARDS.

Teaching:

Step 1: EXPLAIN CONTEXT AND PURPOSE OF DIALOG.

The student will be able to give personal information about themselves

Step 2: ENACT THE FIRST LINE OF THE DIALOG.

In the case where the first line is a question you should teach the second line, or answer, first.

My name's (teacher's name).

Step 3: REPEAT IN CHORUS

Skip this step if students had Lesson 1.

Step 4: REPEAT INDIVIDUALLY AND PERSONALIZE.

My name's (student's name).

Step 5: ASK THE QUESTION--STUDENTS GIVE ANSWER

Teacher: What's your name?
Student: My name's ___.

NOTE: Even though the students have not practiced saying the question, they should be able to understand the question and respond with the answer which they have practiced.

Step 6: REPEAT STEPS 3 and 4 WITH THE QUESTION

Teacher: What's your name?
Student: What's your name?
(In Chorus)

Teacher: What's your name?
Student: What's your name?
(Individually)

Step 7: PAIR OFF AND ENACT TWO LINES

Student 1: What's your name?
Student 2: My name's ___.

Step 8: REPEAT 2 THROUGH 7 WITH NEXT CYCLE.

(Begin with answer)

My first name's Tuang. T-U-A-N-G.
I'm sorry, what's your first name again?

NOTE: Your may have to write each person's name on the chalkboard and help them spell it. It is okay to have the entire class repeat each name.

Step 9: PAIR OFF AND ENACT THE FIRST FOUR LINES OF DIALOG

What's your name?
My name's ___.
I'm sorry, what's your first name again?
My first name's ___.

Step 10: REPEAT 2 - 7 WITH NEXT TWO LINES

My address is (teacher's address).
What's your address?

NOTE: In order to personalize this cycle it may be necessary to write each person's address on the chalkboard and help them to learn to say it. It is fine to have the whole class repeat each address in chorus.

Step 11: PAIR OFF AND ENACT THE ENTIRE DIALOG.

What's your name?
My name's (student's name).
I'm sorry, what's your first name?
My first name's (student's name). (Spell out)
What's your address?
My address is ___.

LESSON 2

MODULE IV

TEACHING PRONUNCIATION

Competency: To be able to help students improve their pronunciation.

NOTE: Native-like pronunciation is difficult for most adult learners to achieve in a second language. The achievement of it requires not only skilled teaching but a high level of internal motivation on the part of the student. Most adults are satisfied with reasonable intelligible speech in the second language and this is an acceptable goal for the ESL teacher. This means that you need not concern yourself with correcting all the pronunciation errors you hear. Indeed this would do more harm than good. Your first goal should be to give assistance during the regular speaking lesson to students who are having difficulty with particular sounds. The particular sounds that students will find difficult will differ for different language backgrounds.

Teaching: (To be applied whenever appropriate)

Step 1: YOU HAVE BEGUN TEACHING THE DIALOG.

When you notice that a student has difficulty producing a particular word. Stop and isolate the word.

Step 2: PRONOUNCE THE WORD BY ITSELF AND HAVE THE CLASS REPEAT.

If the word is still too difficult, isolate the syllable that seems to create the most difficulty.

Step 3: PRONOUNCE THE SYLLABLE BY ITSELF AND STUDENTS REPEAT UNTIL THEY CAN SAY IT EASILY.

Step 4: ADD ADDITIONAL SYLLABLES ONE AT A TIME UNTIL THE STUDENTS CAN PRONOUNCE THE WORD.

Step 5: PRONOUNCE THE PHRASE OR SENTENCE AGAIN AND HAVE STUDENTS REPEAT UNTIL THEY CAN SAY THE WORD IN CONTEXT.

Step 6: HAVE ORIGINAL STUDENT REPEAT SENTENCE.

Example:

Step 1: Teacher -- Do you have any children?
Student -- Do you have _____.

Step 2: Teacher -- Children. (Students mispronounce the
Class -- Chi_____. 2nd syllable.)

Step 3: Teacher -- ____dren. (Teacher isolates problem
Class -- _____dren. syllable and has students repeat it.)

Step 4: Teacher -- Children.
Class -- Children.

Step 5: Teacher -- Do you have any children?
Class -- Do you have any children?

Step 6: Teacher: Do you have any children?
Student: Do you have any children?

LESSON 2

MODULE V

TEACHING NUMBERS

Competency: To be able to carry out several techniques for practicing numbers.

NOTE: Because most adults already have developed sophisticated number concepts in their native language, teaching numbers is a matter of manipulating numbers in ESL. The following suggested activities can be carried out in any order. Better results will be obtained if the instructor teaches several brief (5 to 10 minute) lessons on numbers rather than one or two long ones.

Activity 1:

Write the numbers on the board and have students repeat them in chorus or name them as you point the number.

Activity 2:

Pitch a ball or eraser to a student and count "one". He must throw it to another student and count "two", etc.

Activity 3:

Have students do simple addition problems orally, e.g. 1+1=2, 2+2=4.

Activity 4:

Play bingo. Have each student take a piece of paper and fold it in half four times. Have them unfold the paper and randomly write a number in each rectangle. Call out numbers and let the students mark an "X" across the number if they have it. The first to get four X's in a row wins.

LESSON 2

Module VI

TEACHING A COMMAND SEQUENCE LESSON

(Lesson 2 Practice 2)

Competency: To be able to teach a lesson through the use of commands and physical movement.

Purpose: The command sequence lesson is based on the fact that in natural situations language learners usually develop listening skills before they are forced to speak a lot. It allows the student to hear commands and carry them out for a while and not feel compelled to speak before they are ready. The command sequence lesson is very non-threatening, and adults generally enjoy it and perform well. The first objective is to expose the student to commands and then later have him learn to give the commands. This second part--having the students give commands--may not happen during the first class.

Preparation: Have a student sit in a chair in front of the class.

Teaching:

Step 1: GIVE FIRST COMMAND AND USE GESTURES TO HELP THE STUDENT UNDERSTAND.

Teacher: Stand up. (Motioning with hands for student to stand up)
Student: (Stands up.)

NOTE: You may write each command on the chalkboard after you have introduced it if you wish.

Step 2: GIVE INVERSE COMMAND USING GESTURES.

Teacher: Sit down. (With gestures)
Student: (Sits down.)

Step 3: REPEAT STEPS 1 AND 2 A COUPLE OF TIMES WITHOUT GESTURES.

Teacher: Stand up.
Student: (Stands up)
Teacher: Sit down
Student: (Sits down)

Step 4: REPEAT STEPS 1 AND 2 WITH OTHER MEMBERS OF CLASS.

(This step is facilitated if you know the students names).

Step 5: INTRODUCE ANOTHER PAIR OF COMMANDS BY REPEATING STEPS 1 THRU 4.

NOTE: Commands are not normally introduced in pairs but in this lesson it works out well to do it that way.

Teacher: Stand up. (Student stands up)
Teacher: Go to the chalkboard. (Student obeys)
Teacher: Go back to your seat. (student obeys)
Teacher: Sit down.

Step 6: REPEAT STEP 5 WITH ANOTHER PAIR OF COMMANDS.

Teacher: Stand up. Go to the chalkboard. Write your name. Erase your name. Go back to your seat. Sit down.

Step 7: CONTINUE ADDING PAIRS OF COMMANDS UNTIL YOU HAVE INTRODUCED ALL THE COMMANDS YOU WISH.

(Change the order of commands and mix them up to assure that students comprehend the individual commands and do not just recall the order.)

Step 8: HAVE STUDENTS GIVE COMMAND.

If students are ready and wish to begin giving

commands have them do so by starting with step 1, first before the whole class and later with the whole class divided into pairs.

LESSON 2

MODULE VII

TEACHING THE ALPHABET

Competency: To be able to enact several techniques for teaching the names of the letters of the English alphabet to persons literate in a language with a similar alphabet.

NOTE: These activities will focus on teaching the names of the letters. It is assumed that the student already knows the upper and lower case forms of the letters and the alphabetical order of the letters and that they already read and write in their native language. For suggestions of how to teach non-literates or persons unfamiliar with the Roman alphabet, see Section V of this manual. It is intended that only a few minutes of any class will be dedicated to teaching the alphabet. It is preferable to spend several small blocks of time doing it rather than one large block of time.

Activity 1

Write the vowels on the board one at a time, pronouncing each one and allowing each student to write it in his notebook. Encourage students to write a representation beside each letter in their own language, that will help them to remember how to pronounce the letter.

For example:	A Spanish speaker might write:
A	ey
E	iy
I	ay
O	ow
U	yu

Activity 2

Write the letters of the alphabet in order on the chalkboard, pronouncing each as you write it.

Activity 3

Have students go to the chalkboard. Dictate letters at random and have them write the letters on the board.

Activity 4

Point at random to the letters of alphabet on an alphabet chart and have students name the letters.

LESSON 2

Module II (Continued)

DIALOG EXPANSION

(Practices 3, 5, and 7)

Purpose: This part of Module II is to reinforce the skills developed in teaching Lesson 1 by applying them to Lesson 2.

Preparation:

Step 1: WAYS OF COMMUNICATING MEANING OF NEW VOCABULARY.

Practice 3

First, middle and last names can be communicated by writing your name on the board and by pointing. Middle initial can be shown by erasing all but the first letter of the middle name. Wife and husband and maiden name show with a stick figure geneology chart similar that used in Lesson 1.

Practice 5

Just write the students' names on the board and point to the letters as you spell.

Practice 7

Address -- Show an envelope with the address in it. Phone Number -- Use a play phone or a picture of a phone. Social Security Number -- Use security card. Area Code -- Same as phone number. Zip Code -- Same as address.

Step 2: WRITE SENTENCE PATTERNS AND VOCABULARY ON CARDS.

Teaching:

Practice 3

Step 1: INTRODUCE NEW VOCABULARY.

Write your full name on the board, point to your first name and say, "My first name is _____." Follow

a similar procedure with last name, and middle name. Erase all but your middle initial and repeat the sentence, substituting middle initial. Draw the geneology chart similar to the one in Lesson 1 to introduce husband, wife, and maiden name.

Step 2: MODEL THE FIRST SENTENCE.

Teacher: My first name is _____.

Step 3: STUDENTS REPEAT (Using their own names).

Teacher: My first name is _____.
Class: My first name is _____.
Individual: My first name is _____.

Step 4: SUBSTITUTE NEW VOCABULARY.

Teacher: My last name is _____.
Class: My last name is _____.
Individual: My last name is _____.

Repeat steps 2-4 with the question.

What is your first name?

Step 5: PUT SENTENCES IN REALISTIC CONTEXT.

Teacher: What's your first name?
Student: (My first name is) _____.
Student: What's your last name?
Student: (My last name is) _____.

Repeat steps 1-5 with Practices 5 and 7.

LESSON 2

MODULE VI (Continued)

TEACHING A COMMAND SEQUENCE

(Practice 6)

Purpose: This part of Module VI is to reinforce skills practiced earlier in this lesson by applying them to practice 6. In addition you will learn how to get students to verbalize the commands.

Preparation: Study this module.

Teaching:

Because the students already know the first two commands you can continue as though this lesson were a part of the first command sequence lesson.

Step 1: REVIEW PREVIOUSLY LEARNED COMMANDS.

Teacher: Stand up. (Student stands up.)
Teacher: Go to the chalkboard. (Student goes to the chalkboard.)
Teacher: Write your first name. (Student writes first name.)
Teacher: Write your last name. (Student writes last name.)
Teacher: Sit down. (Student sits down.)

Step 2: MODEL NEW COMMAND.

The teacher tells the student to listen and watch.
Teacher: Write your telephone number. (The teacher carries out the command.)

Step 3: GIVE NEW COMMAND.

Teacher: Stand up, and go to the chalkboard. (Student obeys.)
Teacher: Write your telephone number. (Student obeys.)
Teacher: Thank you. Sit down. (Teacher repeats this with several students.)

Step 4: REPEAT STEPS 2 AND 3 WITH NEW COMMAND.

Read your telephone number.
Erase your telephone number.
Spell your first name.
(Mix up the order of the commands as you review previously learned ones. Also introduce new combinations of commands.)

Step 5: HAVE STUDENT GIVE COMMANDS.

Ask the students if they are ready to start giving the commands. If some are, start with them. Tell the students that you are going to let them give you commands.

Sit down and see if anyone can tell you to stand up. If someone does, obey the commands. Allow them to give you any command they can remember. Next, divide the class into groups so that all who wish to give the commands can work with at least one other person. Have them give as many commands as they wish. You should circulate around the room and offer assistance where needed.

LESSON 3 -- PERSONAL INFORMATION

Objective: To be able to give information about your job and your family.

Dialog:

A. What kind of work do you do?

B. I'm an auto mechanic.

A. Are you married?

B. Yes, I am.

A. Do you have any children?

B. Yes, I have a boy and a girl.

A. How old are they?

B. My boy's seven and my girl's five.

Practice 1

I'm an auto mechanic.	I'm a plumber.
electrician.	welder.
engineer.	carpenter.
	cook.
	secretary.
	clerk.

Practice 2

What kind of work does he do?	He's a plumber.
does she	She's
do you	I'm
do I	You're

Practice 3

Are you married?	Yes, I am.
single?	No, I'm not.
divorced?	

Practice 4

I have one boy.	I have two boys.
girl.	girls.
brother.	brothers.
sister.	sisters.
child.	children.

Practice 5

Do you have any_____? Yes, I have _____.

Practice 6

11	12	13	14	15
eleven	twelve	thirteen	fourteen	fifteen

16	17	18	19	20
sixteen	seventeen	eighteen	nineteen	twenty

Practice 7

My boy's seven.	How old is your boy?
girl's	your girl?
child's	your child?
son's	your son?
daughter's	your daughter?

Practice 8 Dictation

A. What kind of work ____you _____?
B. _____an auto mechanic.
A. Are you _____?
B. Yes, I _____.
A. _____you have any children?
B. Yes, I _____ a boy and a girl.
A. How _____ are they?
B. My _____ seven and my _____five.

Practice 9 Role Play

A. What kind of work do you do?
B. I'm _____.
A. Are you married?
B. _____.
A. Do you have any children?
B. _____.

LESSON 3

MODULE I (Continued)

TEACHING THE DIALOG

Purpose: This part of the module has three purposes:

1) To give the new teacher the opportunity to apply what has been learned about teaching dialogs to a new situation.

2) To suggest a way to intergrate the teaching of the dialog and the dialog expansion exercises.

3) To provide some additional suggestions or directions for various parts of the dialog teaching process.

Preparation:

Steps 1: thru 3: FOLLOW EXAMPLES IN PREVIOUS LESSONS.

Step 4: PREPARE WAYS OF COMMUNICATING MEANING OF ADDITIONAL VOCABULARY.

You will be integrating the teaching of the dialog with dialog expansion activities. Consequently you must prepare visuals and realia (instructional objects). There are pictures in Appendix C which must be prepared for use in this lesson.

Teaching:

Step 1: EXPLAIN THE CONTEXT AND PURPOSE OF THE DIALOG.

Step 2: MODEL THE FIRST LINE OF THE DIALOG.

Again, teach the answer first.
I'm a teacher. (You may use the picture of the teacher from Appendix C if necessary.)

Step 3: REPEAT IN CHORUS.

Here the teacher can integrate a dialog expansion exercise (Practice 1) into the teaching of the dialog. This will prepare the students for the personalizing of the dialog:

Teacher: I'm a teacher. (Shows picture of teacher)
Class: I'm a teacher.
Teacher: I'm a plumber. (Shows picture of plumber)
Class: I'm a plumber.

Step 4: EXPAND THE FIRST PART OF THE DIALOG.

Teacher: (Shows picture of welder to see if anyone knows it.)
(If not, the teacher says.) A welder.
Class: A welder.
Teacher: (Shows pictures of professions and elicits and repeats the name of each.)

Step 5: ELICIT VOCABULARY ITEMS OF SPECIAL INTEREST TO THE STUDENTS.

In each vocabulary expansion exercise the teacher should get the students to identify vocabulary items that they need to know. In this case the teacher should get each student to tell what his profession is.

Teacher: What other professions would you like to know?
Juan what are you?
Juan: (He says it in English if he knows it. If not, he can say it in his native language or communicate it with gestures.)
Teacher: Oh. A barber. Repeat class.
Class: A barber.
Teacher: You cut hair. (Teacher pantomimes cutting hair.)

Step 6: REPEAT DIALOG LINE INDIVIDUALLY AND PERSONALIZE IT.

Teacher: I'm a teacher,
Juan.
Juan: I'm a barber.
Teacher: Li
Li: I'm a computer technician.

Step 7: TEACHER ASKS QUESTION, STUDENTS RESPOND.

Teacher: What kind of work do you do?
Student: I'm a _____.

Step 8: STUDENTS PAIR OFF AND ENACT TWO LINES.

Student: What kind of work do you do?
Student: I'm a _____.
(First one student should ask the question and then the other.)

Step 9: REPEAT STEPS 2 THRU 9 WITH THE NEXT CYCLE.

Yes, I am (married).
Are you married?
(Integrate Practice 3)

Step 10: STUDENTS PAIR OFF AND ENACT THE FIRST TWO CYCLES.

Student 1: What kind of work do you do?
Student 2: I'm a _____.
Student 1: Are you married?
Student 2: _____?

Step 11: REPEAT 1 THRU 11 UNTIL THE DIALOG IS COMPLETED.

I have a boy and a girl.
Do you have any children?
(Integrate Practices 4 and 5)

My boy's seven and my girl's five.
How old are they?
(Integrate Practice 7)

LESSON 3

Module II (Continued)

DIALOG EXPANSION

(Practice 2)

Purpose: Most of the dialog expansion has been done as the dialog was taught. This is the ideal way of teaching the dialog because it makes it relevant, real and communicative. This part of the dialog expansion module will present additional expansion exercises and will discuss how to teach grammar.

Preparation: Already done as a part of dialog teaching.

Teaching:

Step 1: INTRODUCE NEW VOCABULARY.

(This has already been done in teaching the dialog.)

Step 2: MODEL THE FIRST SENTENCE.

Teacher: He's a (student's profession).
(Pointing to a student)

Step 3: STUDENTS REPEAT SENTENCE.

Teacher: He's a _____.
Student: He's a _____.

Step 4: STUDENTS SUBSTITUTE NEW ITEMS.

Teacher: She (pointing to another student).
Student: She's a (student's profession).
Teacher: I (pointing to herself).

Student: You're a teacher.
Teacher: You (pointing to student).
Student: I'm a _____.

NOTE: Generally it is best not to spend a lot of time explaining grammar. Adult students, however, are often very interested in learning about grammar. Some cultures, especially educated southeast Asians, consider learning grammar an essential part of learning a language. Persons from these cultures will often think the teacher is not doing her job if they are not learning grammar rules. To ignore the interest adults have in learning grammar or to relegate it to unimportance will often have negative effects on their readiness to participate in other learning activities. To spend large amount of time explaining the grammar of the language, on the other hand, will not likely help the students to learn to speak. The ideal solution is to make explanations brief, to use well chosen examples, and to avoid sophisticated grammatical terminology. Students preparing for admission to a university should have special grammar classes to prepare them for the entrance examination.

GRAMMAR:

In Lesson 3 the teacher might point out that:

I'm	is short for I am.
He's	he is.
She's	she is.
You're	you are.

When we speak we usually use the short form when we write we usually use the long form.

Questions are made by putting the verb <u>is</u>, <u>are</u> at the front of the sentence.

You are married.
Are you married?

For other verbs you have to add <u>do</u>.

You have children.
Do you have children?

The <u>do</u> does not have any translation. It just makes the sentence a question. It should not be confused with the <u>do</u> of I <u>do</u> my work.

For the remaining activities in Lesson 3 you should simply follow the procedures outlined in previous modules.

Practice 6: Follow procedures in Module V.

Practice 8: Follow procedures in Module III.

LESSON 4

ASKING ABOUT CLASSROOM OBJECTS

Objective: To be able to ask for the whereabouts of personal belongings.

To be able to identify the locations of objects in the classroom.

Dialog:

A. Where's my book?

B. I don't know. Look on the shelf.

A. Which shelf?

B. Try the top one.

A. It's not there.

B. Check in the desk drawer.

A. Here it is. Thanks.

Practice 1 Commands, Listen and Do

Stand up.
Go over to the book stand.
Look on the top shelf.
Go over to the filing cabinet.
Look in the bottom drawer.
Go over to the desk.
Check in the middle drawer.
Go back to your seat.
Sit down.

Practice 2 Vocabulary Expansion

Look on the top shelf.
middle
bottom

Practice 3 Ordinal Numbers

1st	2nd	3rd	4th	5th
first	second	third	fourth	fifth
6th	7th	8th	9th	10th
sixth	seventh	eighth	ninth	tenth

Practice 4 Vocabulary Expansion

Check	in the top drawer.
Look	middle
Try	bottom
	first
	second
	third

Practice 5 Commands, Listen and Do

Stand up.	Look behind the desk.
Go over to the desk.	Look beside the desk.
Look under the desk.	Try on top of the desk.

Practice 6 Vocabulary Expansion

Look in the	desk drawer.	Check under the	table.
	filing cabinet.	on	desk.
	box.	behind	chair.
	folder.	beside	
	briefcase.		

Practice 7 Game

The teacher closes her eyes while the students hide various possessions, such as book, pencil, pen, notebook, watch, etc.

The teacher opens her eyes and asks:

T. Where's my _____?
S. Look under the desk?
T. It's not there.
S. Try on the shelf.
T. Which shelf.
S. The _____ one.

Practice 8 Vocabulary Expansion

Where's my book?	Where's my folder?
pencil?	watch?
pen?	

Practice 9 Role Play

A. Where's my book?
B. I don't know. Look on the shelf.
A. Which shelf?
B. Try the top one.
A. It's not there.
B. Check in the desk drawer.
A. Here it is. Thanks.

LESSON 4

MODULE I (Continued)

TEACHING THE DIALOG

Purpose: By the time you finish this section of Module I you should be able to apply the techniques you have learned to the remaining dialogs in this manual.

Preparation:

Steps 1: thru 3: Follow examples in previous lessons.

Steps 4: PREPARE WAYS OF COMMUNICATING MEANING OF ADDITIONAL VOCABULARY.

If your classroom has shelves, a desk with drawers, a filing cabinet, and a chair, you will only need to bring a box, a folder, a briefcase, a book, a pencil, a pen, and a watch. If you do not have the large items in your classroom you may use the pictures of shelves, desk and filing cabinet in Appendix C or you will have to change the lesson to fit the things you do have.

Teaching:

Step 1: thru 11: FOLLOW PROCEDURES IN FOR MODULE 1 LESSON 3 FOR THE FOLLOWING CYCLES.

Cycle 1: I do not know. Look on the shelf.
Where's my (book?)

(Integrate Practice 8)

Cycle 2: Try the top one.
Which shelf?

(Integrate Practice 2)

Cycle 3: It's not there.
Check in the desk drawer.

(Integrate Practice 4)

LESSON 4 PRACTICE 1

MODULE VI (Continued)

TEACHING A COMMAND SEQUENCE LESSON

Purpose: By the end of this part of the module you should be able to apply the skills you have acquired for

teaching command sequences to almost any set of commands. For subsequent sequences in this manual refer back to this module.

Preparation: Make a list of the previously taught commands and vocabulary items which you wish to review.

Teaching:

Step 1: REVIEW PREVIOUSLY LEARNED COMMANDS.

You should start by giving commands to individuals and groups of students. Students who wish to practice giving commands should be encouraged to do so.

Step 2: MODEL A NEW COMMAND.

Teacher: Go over to the bookstand. (Have a student carry out the command or you carry it out yourself.)

Step 3: GIVE NEW COMMAND TO STUDENTS.

Teacher: Bill and Mary, go over to the bookstand.

Step 4: REPEAT STEPS 2 AND 3 WITH EACH NEW COMMAND.

After each new command mix in previously taught commands and create novel sequences, e.g. Sit down on the table.

Also you can give a command to one student and while he is carrying it out you can give other commands to others.

Step 5: HAVE STUDENTS GIVE COMMANDS.

LESSON 4

MODULES (Continued)

Practice 3 Follow procedures in Module V - TEACHING NUMBERS

Practice 4 Follow procedures in Module VI - COMMAND SEQUENCE

Practice 9 Follow procedures in Module III - CLOZE DICTATION

LESSON 5

TELLING TIME

Objective: To be able to ask for and tell time.

To be able to use common expressions associated with going out to eat.

Dialog:

A. What time is it?

B. It's 11:30. I'm getting hungry.

A. Me too. Let's go eat.

B. Do you know of a good place to eat?

A. Yes, the Goodburger is just down the street.

B. Do they have Mexican food?

A. Yes, I think they do.

B. Let's go.

Practice 1 Vocabulary Expansion

It's 11:00 (eleven o'clock)	It's 11:10 (eleven ten)
1:00 (one o'clock)	11:15 (eleven fifteen)
5:00 (five o'clock)	11:30 (eleven thirty)

Practice 2 Command-Response

Stand up.
Go to the chalkboard.
Take the clock in your hands.
Set the clock for ___.
Put the clock down.
Write the time on the chalkboard.
Tell the class what time it says.

Practice 3 Question-Answer

What time is it? It's ___.

Practice 4 Vocabulary Expansion

Let's go eat.	I'm getting hungry.
get a drink.	thirsty.
to bed.	sleepy.
play.	bored.
sit down.	tired.

Practice 5 Rejoinder

I'm getting	hungry.	Me too. Let's go	eat.
	sleepy.		to bed.
	bored.		play basketball.
	tired.		sit down.
	thirsty.		get a drink.

Practice 6 Question-Response

T. Do you know of a good place to eat?
S. Yes, McDonalds.
T. Do you know of a good place to buy clothes?
S. Yes, _____. food?
shoes?

Practice 7 Question-Response

T. At McDonalds do they have	Mexican food?	S.	No, they don't.
	hamburgers?	S.	Yes, they do.
	sea food?		
	Chinese food?		
	sandwiches?		
	milkshakes?		

Practice 8 Dictation

A. What time is ___?
B. It's ___. I'm ___ hungry.
A. Me ___. ___ go eat
B. ___ you know ___ a good place to eat?
A. Yes, the Goodburger ___ just down the street.
B. Do ___ have Mexican food?
A. Yes, I think they ___.
B. ___ go.

Practice 9 Role Play

What time is it?
It's ___. I'm getting ___.
Me too. Let's go ___.

LESSON 5

Dialog: Follow procedures in Module I.

Practice 1 Included in dialog expansion (cycle 1)

Practice 2 Follow procedures in Module VI Command Sequence

Practice 3 Included in dialog expansion (cycle 1)

Practice 4 Included in dialog expansion (cycle 2)

Practice 5 Included in dialog expansion (cycle 2)

Practice 6 Included in dialog expansion (cycle 3)

Practice 7 Included in dialog expansion (cycle 4)

LESSON 6

FINDING A JOB

Objective: To be able to tell what your professional skills and interests are.

Dialog:

A. I'm looking for a job.

B. What kind of work do you do?

A. I'm a secretary.

B. Can you use a word processor?

A. Yes, I can.

B. Can you take shorthand?

A. No, I can't.

B. Do you like to meet people?

A. Yes, I do.

Practice 1 Vocabulary Expansion

I can use a word processor.
He take shorthand.
She fix cars.
You fix trucks.
clean yards.
mow lawns.

Practice 2 Question-Response

Can you use a word processor?	Yes, I can.
take shorthand.	No, I can't.
fix cars.	
fix trucks.	
clean yards.	
mow lawns.	

Practice 3 Vocabulary Expansion

I like to meet people.
want sell things.
He likes work outdoors.
She wants work indoors.
fix things.

Practice 4 Question-Response

Do you like to	meet people?	Yes, I do.
Does he	work indoors?	He does.
Does she	work outdoors?	No, she doesn't.
	fix things?	She doesn't.

Practice 5 Teacher Directed Questions

Teacher: Ask (student's name) if s/he can fix cars.
Student 1: Can you fix cars?
Student 2: Yes, I can.

Practice 6 Dictation

Dictate the dialog and have the students write the entire thing.

Practice 7 Role Play

A. I'm looking for a job.
B. What kind of work do you do?
A. I'm a ___.
B. Can you ___?
A. ___, I ___.
B. Do you like to ___.
A. ___, I ___.

Practice 8 Listening and Answering

Read each of the following passages and then ask questions about them.

Passage A:

John likes to work outdoors. He likes to fix things. He can make tables and chairs. He can not fix cars. He does not like to meet people.

Example questions:

What does John do?
Does he like to work outdoors?
Does he like to fix cars?
Can he make tables?

Passage B:

Mary can type and take shorthand but she can not use a word processor. She likes to work indoors and she likes to meet people. She does not like to sell things or to fix things.

Passage C:

Felipa likes to sell things. She likes to meet people and she wants to work in a department store. She wants to sell clothes or furniture. She can sell things very well.

Passage D:

Kim is a cook. He likes to work indoors. He likes to meet people but he doesn't want to be a waiter. He can cook American food, Chinese food and Mexican food, but he likes to cook Chinese food the most.

Practice 9 Game -- Twenty Questions

One student selects a picture of a particular profession and the other students attempt to guess what it is by asking yes/no questions. For example a student chooses a picture of a mechanic. The other students might ask the following questions:

Do you like to work indoors?	No, I don't.
Do you like to fix things?	Yes.
Can you fix T.V.'s?	No.
Can you fix cars?	Yes.
Are you a mechanic?	Yes.

Practice 10 Game -- Clues

1) The teacher gives clues one at a time, either orally or written on the board, about the profession of one of his relatives. After each clue, students attempt to guess what the relatives profession is.

Example: My father likes to work indoors. He likes to meet people. He doesn't like to fix things. He can't sell things. He can cut hair very well. He's a barber.

2) Students then write a brief set of sentences about one of their relatives. The teacher goes around and helps them with vocabulary.

3) Students than read their clues one at a time while the class tries to guess what their relatives do.

INSTRUCTOR'S NOTE:

By this time you should be able to apply the skills you have developed to the teaching of new lessons. Examine Lesson 6 and identify the module which treats each exercise. Follow the procedures for each module as suggested in preparing and teaching this and subsequent lessons.

LESSON 7

ORDERING FOOD

(Sample Menu in Appendix C)

Objective: To be able to order food in a restaurant.

Dialog:

C. May we see the menu, please.

W. Sure, here it is.

W. Can I take your order?

C. Yes, I'd like a hamburger and a milkshake.

W. How about you?

C. I'd like a ham sandwich.

W. (Would you like) anything to drink?

C. No, thank you. Just water.

Practice 1 Vocabulary Expansion

May we see the menu, please.
have more coffee
have the check.

Practice 2 Vocabulary Expansion

I'd like a hamburger.	I'd like (a glass of) milk.
ham sandwich.	(a cup of) coffee.
taco.	(a piece of) pie.
milk shake.	(a bowl of) soup.

Practice 3 Vocabulary Expansion

Would you like anything to drink?
to eat?
for desert?
else?

Practice 4 Role Play

Teacher. Can I take your order?
Student. Yes, I'd like ___.
Teacher. Thank you. How about you?
Student. I'd like ___.
Teacher. Would you like anything to drink?
Student. Yes, I'd like ___.

Practice 5 Dictation

Dictate the entire dialog. Have students write it and then check their work.

Practice 6 Vocabulary Expansion

We eat scrambled eggs for breakfast.
fried eggs
boiled eggs
omelettes
toast
bacon
sausage
cereal

We drink orange juice for breakfast.
grape juice
milk
coffee

Practice 7 Vocabulary Expansion

We eat sandwiches for lunch.
soup dinner (supper).
chicken
steak
spaghetti

Practice 8 Questions

What do you eat for breakfast?
have lunch?
dinner (supper)?

Practice 9 Role Play

Have one student be the waiter and the other be the customers. Have the waiter give out the menus and role play ordering food.

LESSON 8

CALLING ON THE PHONE

Objective: To be able to answer the phone and make phone calls.

Dialog:

A. Hello.

B. Hello. May I speak to Sara?

A. I'm sorry, she's not home now.

B. Do you know when she'll be back?

A. No, I don't. Would you like to leave a message?

B. Yes, ask her to call Sylvia. My number is 377-6194.

A. O.K. I'll give her the message.

B. Thanks. Goodbye.

A. Bye.

Practice 1 Vocabulary Expansion

I'm sorry, she's not home right now.
she can't come to the phone now.
she's out right now.

Practice 2 Vocabulary Expansion

Sure. Just a minute.
I'll call her.
She'll be right here.

Practice 3

Would you like to leave a message?
have her call?

Practice 4

Ask her to call	me.	My number is 377-6194.
	her mother.	Her
	her father.	His

Practice 5 Dictation

Dictate the dialog.

LESSON 9

SHOPPING FOR CLOTHES

Objective: To be able to request information in a department store.

Dialog:

A. Excuse me, where are the dress shoes?

B. They're over there in the shoe department.

A. Do you have the kind without laces.

B. Sure. They're over there on your right.

C. What size shoe do you wear?

A. (I wear a) size nine and a half.

C. Here, try these on.

A. They are a little too big.

C. How about these?

A. They are just right. How much are they?

C. They're $19.95. They're on sale this week.

A. Good, I'll take them.

Practice 1 Vocabulary Expansion

Excuse me, where are the dress shoes?
tennis shoes?
woman's dresses?
boy's pants?
towels?
sheets?

They're over there in the shoe department.
in sports wear.
in women's wear.
in children's wear
on aisle 9.
on aisle 10.

Practice 2 Vocabulary Expansion

Do you have the kind without laces.
with buckles.
with high heels.

Practice 3 Vocabulary Expansion

They're over there on your right.
your left.
aisle 12.

Practice 4 Role Play

Excuse me, where are the _____.
They're over there _____.
Do you have the kind _____.
Sure, they're over there on ____.

Practice 5 Vocabulary Expansion

I wear a (nine and a half) shoe.
_____ coat.
_____ dress.
_____ shirt.
_____ pants.

Practice 6 Question Response

What size shoe do you wear? I wear a size _____.
jacket
shirt
dress

Practice 7

Here, try these on.
this

Practice 8 Vocabulary Expansion

They're a little too big.
It's little.
tight.
loose.

Practice 9 Reading

25¢	$ .75	$ .05	$ .30	$1.50	$2.89
93¢	$23.00	$47.35	$2.65	$3.80	

Practice 10 Dictation

Dictate the amounts in Practice 9 in random order and have students write them.

Practice 11 Vocabulary Expansion

How much are the shoes? They're _____.
pants?
socks?

Practice 12

They're $10.75 on sale. It's $5.98. on sale.

Practice 13 Dictation

Dictate the dialog.

Practice 14 Role Play

What size ___ do you wear?
I wear a size ___.
Here, try these on.
They're a little too ___.
How about these?
They're just right. How much are they?
They're ___.
Good, I'll take them.

Practice 15 Reading/Listening Comprehension -- A Bilingual Joke

A man goes into a department store. He cannot speak English. He only speaks Spanish. The clerk says, "May I help you?" The man says, "Quiero un par de calcetines." (I want a pair of socks.) The clerk says, "I don't understand Spanish. Do you want some pants." And he holds up a pair of pants. The man says, "No, pantalones no! Quiero calcetines." (No, not pants! I want socks.) The clerk then holds up a shirt and asks, "Do you want a shirt?" "No, camisa no." (No, not a shirt) says the man, "Quiero calcetines." Patiently the clerk holds up a pair of shoes, "How about some shoes?", he asks. "No, zapatos no." (No, not shoes). Finally the clerk holds up a pair of socks and the man says, "Eso si que es!" (That is it!) and the clerk says, "Why didn't you tell me you could spell."

LESSON 10

TELLING THE DATE

Objective: To be able to give the date.

Dialog:

A. What day is it today?

B. It's Wednesday, the twenty-seventh.

A. Is it the twenty-seventh or twenty-eighth?

B. It's the twenty-seventh. Next Monday will be June the first, my wife's birthday.

Practice 1 Days of the Week

Sunday Monday Tuesday Wednesday Thursday Friday Saturday

Practice 2 Vocabulary Expansion

Today	is	Monday.
Tomorrow		Tuesday.
Day after tomorrow		Wednesday.
Yesterday	was	Sunday.
Day before yesterday		Saturday.

Practice 3 Months of the Year

January, February, March, April, May, June, July, August, September, October, November, December.

Practice 4 Vocabulary Expansion

Christmas	is in	December.
New Year's		January.
Valentines Day		February.
Easter		April.
Memorial Day		May.
Independence Day		July.
Labor Day		September.
Halloween		October.
Thanksgiving		November.

Practice 5 Ordinal Numbers

11	12	13	14	15
eleventh	twelfth	thirteenth	fourteenth	fifteenth

16	17	18	19	20
sixteenth	seventeenth	eighteenth	nineteenth	twentieth

21	22	23	24
twenty-first	twenty-second	twenty-third	twenty-fourth

Practice 6 Vocabulary Expansion

My birthdate is May 23, 1942. (pronounced May twenty-third)

My wife's .....November 14, 1942. (pronounced November fourteenth)

My son's.....June 12, 1970. (pronounced June twelfth)

Practice 7 Question-Answer

What's your birthdate? My birthdate is ___.
your wife's Her
your father's His

Practice 8 Filling Out Forms

Mr.
Mrs.
Ms. _____
Last First Middle

_____
Number Street

_____
City State Zip Code Telephone

_____
Date of Birth Place of Birth Social Security No.

Practice 9 Read and Fill Out Form

Ali Helal was born in Cairo, Egypt on September 15, 1948. He is now studying English at The English Language Center. He lives on 3227 South Main Street in Odessa, Texas and he is an engineer. His social security number is 561-59-8836 and his telephone number is 595-2631. The area code is 915. The zip code for Odessa is 78439.

Fill out the form for Ali.

Mr.
Mrs.
Ms. Last First Middle

Number Street

City State Zip Telephone

Birthdate Birthplace Social Security No.

Practice 10 Substitution

Next Monday will be (Month, date).
Tuesday
Saturday
Wednesday
Sunday
Thursday
Friday

Practice 11

Dictate the dialog.

Practice 12 Role Play

A. What day is it today?
B. It's _____, the _____.
A. Is it the _____ or the _____.
B. It's the _____.

Practice 13 Riddle -- Unscramble the Answer

Some months have thirty-one days and some have thirty. How many months have twenty-eight days? (Answer: veltew)

LESSON 11

VISITING THE DOCTOR

Objective: To be able to tell the doctor about health problems.

Dialog:

Doctor. How are you feeling today?

Patient. Not so good.

Doctor. What is the matter?

Patient. I have a sore throat.

Doctor. Let me see. Open your mouth. Do you have a fever?

Patient. No, I don't think so.

Practice 1 Command Sequence

Touch your arm.
throat.
ankle.
knee.
leg.

Practice 2 Vocabulary Expansion

I have a sore throat.
leg.
arm.
ankle.
knee.

Practice 3 Question- Response

What is the matter? I have a sore throat.
leg.
ankle.
knee.
arm.

Practice 4 Recognize and Write

The teacher touches a part of the body and the students write the name of it. The parts should be limited to these presented above.

Practice 5 Command-Response

Touch your head.
stomach.
ear.
back.

Practice 6 Vocabulary Expansion

I have a toothache.
headache.
stomachache.
earache.
backache.

Practice 7 Question-Response

What is the problem? I have a headache.
toothache.
stomachache.
earache.
backache.

Practice 8 Recognize and Write

The teacher touches a part of the body and the students write the name of it.

Practice 9 Vocabulary Expansion

I have a cough. Do you have a cough?
fever. fever?
cold. cold?

Practice 10 Command Sequence

Let us see. Open your mouth.
Say "AH."
Move your fingers.
Move your toes.
Bend your knee.
Bend your elbow.

Practice 11 Question-Response

How are you feeling today? Not so good.
So-so.
Not very good.

Practice 12 Role Play

A. How are you feeling today?
B. Not so good.
A. What is the matter.
B. I have a _____.
A. Let me see _____.

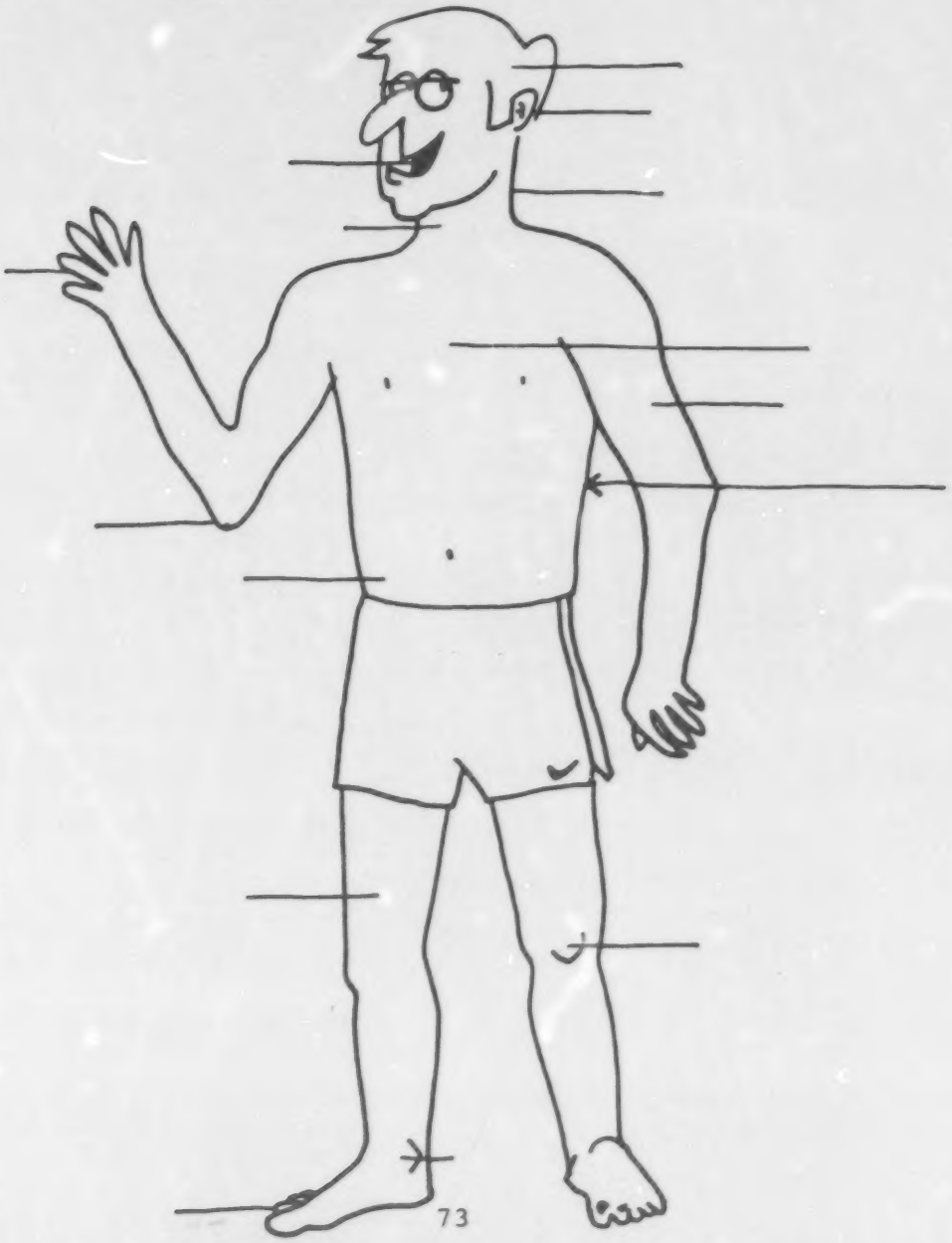
Practice 13 Command Sequence

Touch your neck.
chest.
back.
leg.

Practice 14 Vocabulary Expansion

I have a pain in my chest.
neck.
back.
leg.

Practice 15 Label the Parts



SECTION III

INTERMEDIATE ESL LESSONS AND ACCOMPANYING TEACHER TRAINING MODULES

LESSON 1

ASKING DIRECTIONS

Objective: To be able to ask for and understand directions.

Dialog:

A. Is there a grocery store near here?

B. Yes, there's one over on State Street.

A. Where is State Street?

B. Go down this street for two more blocks. Turn right and go a block. ABC Supermarket is on your left.

A. Thanks.

Practice 1 Command-Response

Stand up.
Turn right.
Turn left.
Go straight ahead.
Stop.
Turn right and go four steps.
Turn left and go two steps.
Sit down.

Practice 2 Vocabulary Development

Is there a	grocery store	near here?	
	school		on State Street?
	shoe store		on King Street?
	bakery		
	movie theater		
	bank		

Practice 3 Vocabulary Development

Yes. There is a	hotel	on	State Street.
	bakery		First Avenue.
	cafe		Avenue A.
	drug store		First Avenue.

Practice 4 Question-Response

Is there a	hotel	on State Street?	Yes, there is.
	bakery	First Avenue?	Yes, there is.
	school	King Street?	
	bank	Avenue A?	

Practice 5 Vocabulary Development

Where is State Street?
J.C. Penney's?
Sears?
the post office?
the police station?
the railroad station?

Practice 6 Question-Response

Where is the post office?	It is on	First Avenue.
the police station?		First Avenue.
the railroad station?		Station Road.
the bus station?		Avenue B.
Sears?		Broadway Street.

Practice 7 Following Directions

A. You are on King Street and Avenue D. Go straight ahead on King Street for four blocks, turn right and go two blocks. Turn left and go one half a block. What is on your left?

B. You are at the railroad station. Go along Station Road to the first stop light. Turn left and go three blocks. Turn right and go two blocks. What is on your right?

C. You are at the Baseball Park Road and Fourth Avenue. Go down Church Road to Center Street. Turn left and go three blocks. Turn left and go one block. What is on your right?

D. You are at the stop light on Station Road and Fourth Avenue. Go down Station Road to Center Street. Turn right and go three blocks. Turn left and go three blocks. What is on your right?

Practice 8 Giving Directions

A. I am on Station Road and Avenue D. How can I get to the Post office?

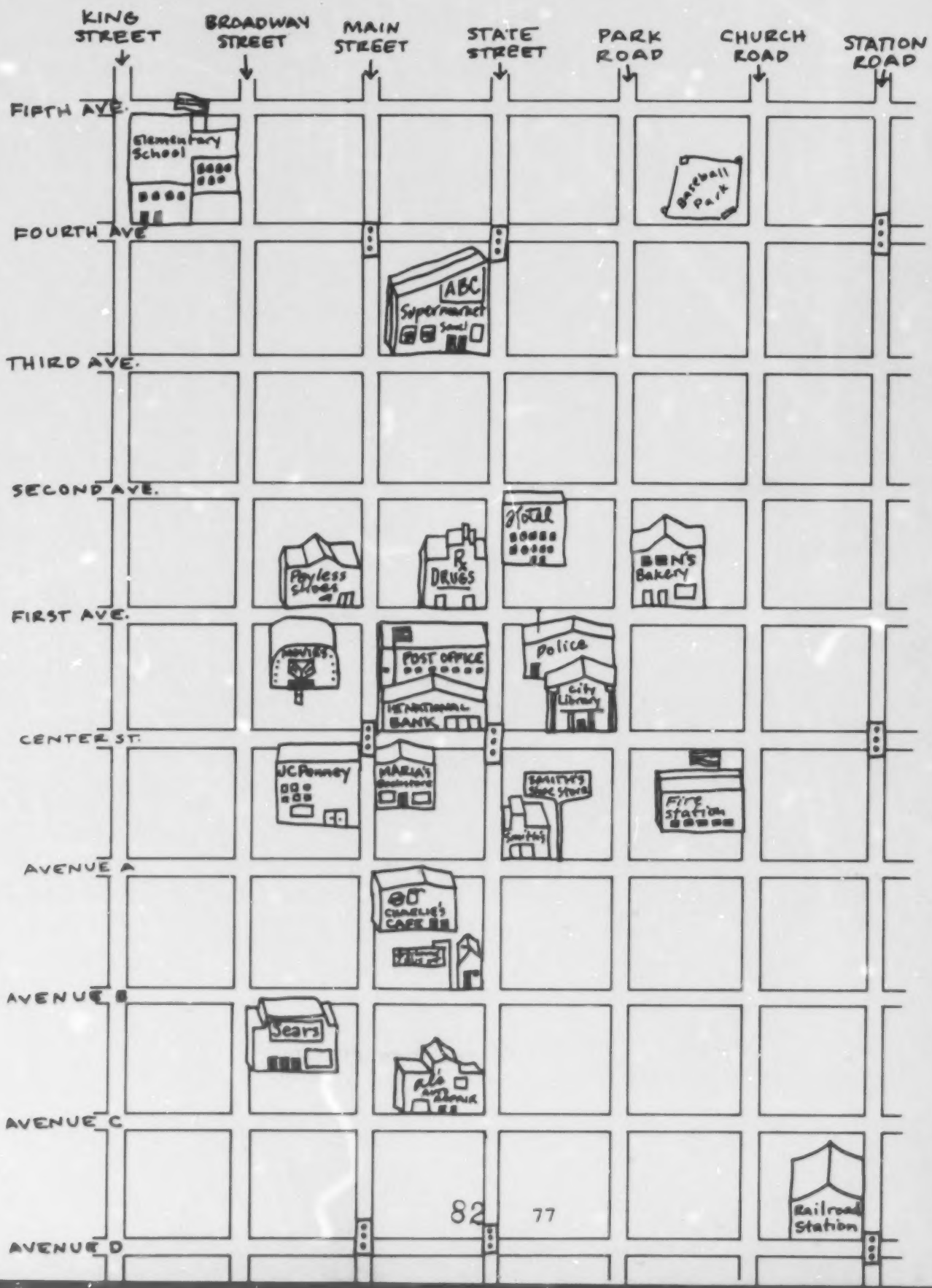
B. I am on Avenue C and King Street. Is there a drugstore near here?

C. I am at the Elementary School on King Street. How can I get to the fire station?

D. I am at the stop light on Station Road and Fourth Avenue. Where is a hotel from here?

CITY MAP

= STOPLIGHT



LESSON 1

MODULE I (CONTINUED)

TEACHING THE DIALOG

Purpose: This is a continuation of Module I from the beginning level lessons. The basic procedures for teaching the dialog will be reviewed. The teacher should nevertheless review the entire module.

Preparation:

Step 1: IDENTIFY A CONTEXT FOR THE DIALOG.

You could imagine stopping on the street and asking someone for directions.

Step 2: BREAK DIALOG INTO CYCLES AND PERSONALIZE IT.

Is there a grocery store near here? Yes, there is one over on State Street.

Where is State Street?
Go down this street for two more blocks, turn right and go a block. ABC supermarket is on your left.

Step 3: COPY THE DIALOG ON CARDS (optional).

Step 4: PREPARE WAYS OF COMMUNICATING THE MEANING OF ADDITIONAL VOCABULARY.

Practice 1 (Prepare pictures from Appendix C)

Practice 2 Prepare an overhead of the map for this lesson.

Teaching:

Step 1: EXPLAIN THE CONTEXT AND PURPOSE OF THE DIALOG.

Step 2: MODEL THE FIRST LINE OF THE DIALOG (response first).

T. There's one on State Street.

Step 3: REPEAT IN CHORUS.

T. There's one on State Street.
S. There's one on State Street.
T. There's a grocery store on State Street. (Show pictures of grocery store)
S. There's a grocery store on State Street.

Practice 1 Dialog Expansion

Here the teacher should integrate dialog expansion exercises (Practice 2, 3 and 4) into the teaching of the dialog.

Step 4: EXPAND THE FIRST PART OF THE DIALOG (PRACTICE 3).

T. (Shows a picture of a hotel) A hotel.
S. A hotel.
T. (Shows a picture of a bakery) A bakery.
S. A bakery.
ETC.

Step 5: ELICIT VOCABULARY ITEMS OF SPECIAL INTEREST TO THE STUDENTS.

In expanding the vocabulary for each exercise the teacher should ask the students what items they would like to learn. In this case s/he should ask what kind of stores they would like to learn about.

Step 6: REPEAT DIALOG LINE SUBSTITUTING THE VOCABULARY LEARNED.

T. (Shows a picture of a bakery and says:)
On State Street.
S. There's a bakery on State Street.
T. (Shows a picture of a hotel and says:)
On State Street.
S. There's a hotel on State Street.

Step 7: TEACHER ASKS QUESTION, STUDENTS RESPOND.

T. Is there a grocery store near here?
S. Yes, there's one on _____ Street.

Step 8: TEACHER MODELS QUESTION, STUDENTS REPEAT.

T. Is there a grocery store near here?
S. Is there a grocery store near here?

Step 9: STUDENTS PAIR OFF AND RE-ENACT THE TWO LINES.

S.1. Is there a grocery store near here?
S.2. Yes, there's one over on _____Street.

Step 10: REPEAT STEPS 2 THROUGH 9 WITH THE NEXT CYCLE.

T. Where is State Street?
S. Go down this street for two more blocks. Turn right and go a block. ABC supermarket is on your left.

Step 11: STUDENTS PAIR OFF AND RE-ENACT THE TWO CYCLES.

LESSON 2

SHOPPING FOR GROCERIES

Objective: To be able to request assistance in a grocery store. To be able to name common foods.

(Follow the procedures in Modules I and II for teaching this lesson.)

Dialog:

A. Let's go to the store. I need some fresh vegetables.

B. O.K. I need to get some coffee and some hamburger meat.

A. Excuse me. Where can I find the carrots?

C. They are over on aisle 12 in the produce section.

A. Thank you. By the way, do you have any fresh strawberries?

C. No. We are all out of strawberries. We will have some in next Saturday.

Practice 1 Vocabulary Expansion

I need some milk.
butter.
lettuce.
corn.
ground meat.
fish.

Practice 2 Vocabulary Expansion

I need some eggs.
bananas.
lemons.
carrots.
potatoes.

Practice 3 Pattern Practice

Eggs? They are over on aisle 12.
Bananas?
Milk? It is over on aisle 12.
Butter?

Practice 4 Vocabulary Expansion

Where can I find the cereal?
flour?
sugar?
bread?

Practice 5 Vocabulary Expansion

Where can I find the onions?
apples?
pineapples?
watermelons?
strawberries?
donuts?

Practice 6 Vocabulary Expansion

Apples? They are in the produce section.
Watermelons? produce
Eggs? dairy
Donuts? bakery

Practice 7 Vocabulary Expansion

Milk? It is in the dairy section.
Bread? bakery
Lettuce? produce
Ham? meat department.

Practice 8 Vocabulary Expansion

I need a gallon of milk.
quart cream.
pint juice.
half-gallon ice cream.

Practice 9 Vocabulary Expansion

I want a can of corn.
head of lettuce.
box of cereal.
dozen eggs.
donuts.

Practice 10 Dictation

Dictate the dialog and have students write it. This should be done by reading each sentence of the dialog once and allowing time for the students to write. After you have gone through the entire dialog, one sentence at a time, read the entire dialog through at normal conversational speed and have them check their work. Then have them compare their written version to the written version in the text and mark their mistakes.

LESSON 3

DAILY ACTIVITIES

Objective: To be able to recount the events of the day.

Narrative: Juan Gomez wakes up at six o'clock every morning. He gets up, takes a shower, gets dressed, and eats breakfast. After breakfast he reads the newspaper until 7:15, then he leaves for work. He gets on the bus at the bus stop, rides it to University Avenue, gets off, and walks to his office. He works until five o'clock. He usually goes and plays basketball with friends after work. Then he goes home. Juan leads a very boring life.

Practice 1 Following the Sequence

Juan Gomez wakes up at six o'clock,
then he gets up,
then he takes a shower,
then he gets dressed,
then he eats breakfast,
then he reads the newspaper,
then he leaves for work,
then he rides the bus to University Avenue,
then he gets off,
then he walks to his office,
then he works all day,
then he plays basketball with his friends,
then he goes home,
then he eats dinner,
then he watches T.V., and
then he goes to bed.

Practice 2 Rewrite

Rewrite the narrative replacing Juan Gomez with "I" and making any other necessary changes.

Practice 3 Rewrite

Rewrite the narrative with "I" and change the facts in the narrative to apply to your situation. Read your narrative to the class.

Practice 4 Question-Response

T. What time do you get up?
What do you do after you get up?
What do you do after you take a bath?
S. I get up at _____.
I take a bath.
I get dressed.

Practice 5 Vocabulary Expansion

I	usually	get up at 6:00 o'clock.
	sometimes	go to work
	always	to bed
	never	

Practice 6 Substitution

Do you ever get up at 6:00?
Does he?
Does she?
Do they?

Practice 7 Question-Response

T. Does Juan Gomez ever get up at 6:00?
S. Yes, he does. He usually gets up at 6:00.
T. Does he ever get up at 8:00?
S. No, he doesn't. He never gets up at 8:00.

Practice 8 Controlled Conversation

T. (Student 1), ask (Student 2) if he ever gets up at 6:00.
S.1. Do you ever get up at 6:00?
S.2. Yes, I do.
T. What did he say?
S.1. He said that he does.

Practice 9 Listening Comprehension-Riddle

Jim Smith lives on the eighth floor of an apartment building and works as a clerk in a large department store. Everyday he gets up at 7:30 a.m., eats breakfast, and leaves his apartment at about 8:30 a.m. He gets on the elevator on the eighth floor, goes down to the first floor, gets off, gets in his car and drives to work. In the afternoon he drives home, gets on the elevator, goes up to the sixth floor, gets off, and walks up the stairs to his apartment.

Why does Jim get off at the sixth floor on the way home? Students may ask yes/no questions for additional clues.

Examples:

Does Jim have a friend on the sixth floor?
Does Jim need exercise?
Does the elevator just go up to the sixth floor?

Answer: Jim is a midget.

LESSON 3

MODULE VIII

FOLLOWING A NARRATIVE SEQUENCE

Competency: To be able to teach narrative skills by using natural sequences of events.

NOTE: Language use includes many kinds of interactions. The major form of language employed in most second language teaching materials is the dialog with Question-Answer sequences. Yet most of our interactions in real life are not composed of a question followed by an answer at all. We use language to explain things, to tell about events in our lives, to tell stories, to describe things, to mention only a few.

Preparation: Examine the lesson material for Lesson 3 and prepare the visual aids in Appendix C. The visuals are very helpful in eliciting the language. The narrative can also be elicited by pantomiming.

Teaching:

Step 1: READ THROUGH THE NARRATIVE, POINTING AT EACH OF THE PICTURES AS IT IS MENTIONED, STUDENTS LISTEN.

Example:

Juan Gomez wakes up at six o'clock every morning. (Point to Juan walking up.)
He gets up, (Point to the picture of Juan getting up.) takes a shower, (point to him taking a shower.)
Etc.

Step 2: READ EACH LINE OF PRACTICE ONE, POINT AT THE PICTURE, AND HAVE STUDENTS REPEAT.

Teacher: Juan Gomez wakes up at six o'clock every morning.
Students: Juan Gomez wakes up at six o'clock every morning.

Teacher: Then he gets up.
Students: Then he gets up.

Step 3: BEGINNING AT THE BEGINNING, POINT AT EACH PICTURE AND NAME A STUDENT. STUDENTS NARRATE THE DAY'S EVENTS.

Teacher. (Points to picture #1)
Student. Juan Gomez wakes up at six o'clock every morning.
Teacher. (Points to picture #2)
Student. Then he gets up.
Etc.

Step 4: TEACHER TRANSFORMS THE NARRATIVE TO THE FIRST PERSON, STUDENTS LISTEN.

Teacher. I wake up at six o'clock every morning. I get up, take a shower, get dressed and eat breakfast. (Teacher should either point to the pictures or pantomime each phrase.)

Step 5: REPEAT STEP 3 WITH THE FIRST PERSON.

Teacher. (Points to the first picture)
Student. I wake up at six o'clock every morning.
Teacher. (Points to the second picture)
Student. I get up.
Etc.

Step 6: HAVE STUDENTS REWRITE THE NARRATIVE USING THE FIRST PERSON AND CHANGING THE EVENTS TO BE APPROPRIATE TO THEIR SITUATION.

Step 7: HAVE STUDENTS READ NARRATIVES TO THE CLASS.

Step 8: REPEAT STEPS 4 THROUGH 7 WITH PAST TENSE AND/OR FUTURE TENSE.

LESSON 4

PERSONAL PROBLEMS

Objective: To be able to listen to and comprehend coloquial English.

To be able to recognize the formal English equivalent of reduced coloquial speech.

Newspaper Item:

Dear Abby,

My problem is (problem's) my brother, his wife and (wife'n) their three children, ages six, five and (five'n) three. They live 1,000 (a thousand) miles away, but they have (they've) announced they are going to (gonna) visit us this summer. We do not want them to ('em to) come.

Their children are not disciplined. They do anything they want to (wanna) do. They have no respect for authority or property. They run wild, climb onto furniture with dirty shoes, get into everything, leave the table during mealtime and (mealtime'n) chase each other all over the house.

We have two children (ages seven and ten) who are never a problem. We have a nice home that we have worked hard to furnish nicely and I am afraid these kids will (kids'll) do real damage.

I hate to be rude, but we do not want these people to come. What should we do?

Activity 1 Discussion

Discuss alternatives and students recommendations before reading the answer given. Discuss the answer if there is disagreement.

Activity 2 Discuss Abby's Response

Answer:

Why don't you meet them somewhere else? If that is not possible, you should be totally open and honest with them. It might hurt family relations, but if their children are wild and undisciplined, they would not be surprised that you do not want them to come.

Activity 3 Comprehension Questions

Ask comprehension questions such as those below regarding the dictation exercise.

1) How many children does the brother have?
2) When does the brother's family want to visit?
3) What are the brother's children like?
4) What do the children do during mealtime?

Activity 4 Cloze Procedure

First read the story. Have students answer questions. Then give students a copy of the story with words missing. Read the story with reductions-students fill in complete words (without reductions). (See Appendix B)

Dear Abby,

My _____ my brother, his _____ their three children, ages six, _____ three, they live _____ miles away, but _____ announced they are _____ visit us this summer. We do not want _____ come.

_____ children are not disciplined. They do anything they _____ do. They have no respect _____ or property. They run wild, climb _____ furniture with dirty shoes, get _____ everything, leave the table during _____ chase each other _____ house.

We have two children (ages _____) who are never a problem. We _____ nice home that we have worked _____ furnish nicely, and I am afraid these _____ do real damage.

I _____ be rude, but we do not want these people _____. What should we do?

LESSON 5

SITUATIONAL DIALOGS

Objective: To improve grammar, build vocabulary and develop listening and speaking skills associated with a particular topic or situation.

To develop assertiveness techniques for returning defective items to stores.

Mr. Lopez bought a pair of shoes on sale. He wore them one week and noticed the sewing was starting to come out. He took them back to the shoe store and this is what happened.

Salesman. Can I help you?

Lopez. Yes, I bought these shoes last week and now they are starting to fall apart. I would like my money back.

S. Do you have the sales receipt?

L. No I don't, but I want my money back.

S. I am sorry, but we have to have the receipt.

L. I understand what you're saying, but I want my money back. If you can't help me, who can?

S. No one. You have to have your sales slip.

L. I understand what you are saying but I want my money back. If you can not help me, who can?

S. Well, the manager. But he will tell you the same thing I am telling you.

L. I want to talk to the manager, please.

S. Just a minute.

Salesman goes through a door in the back of the store, comes back in a few minutes with another man. The salesman points to Mr. Lopez and the other man comes toward Mr. Lopez.

Manager. Hello, I am the manager. Did you have a problem with something?

L. I bought these shoes last week and they are starting to fall apart and I want my money back.

M. Let me see the shoes, please. Oh, this is no problem at all. We can fix these for you again in no time.

L. I don't want them repaired. I want my money back.
M. It is not our policy to refund money.
L. I understand what you are saying, but I want my money back.
M. Listen, Mr. . . . ?
L. Lopez.
M. Mr. Lopez, if we refunded everybody's money, we would have a bookkeeping nightmare. We just can not afford that. Surely you can understand.
L. I understand what you are saying, but I want my money back.
M. But you have worn these for a week. We can not give you all your money back.
L. I know I only wore them for a week and they started falling apart and I want my money back.
M. (Sigh) O.K., come with me and I will see that you get it back.

Activity 1 Discussion Questions

How did Mr. Lopez take care of his problem? What method did he use?
How did the salesman and the manager try to make Mr. Lopez feel guilty? (What kinds of things did they say?)
How did they try to "pass the buck" (avoid responsibility?)
How did Mr. Lopez react to the salesman and the manager?
What do you think of Mr. Lopez's method?
Would you like to use his method? If so, in what situations?

Activity 2 Discourse Strategy

Explain the philosophy behind the technique, namely, persistence pays off. Point out to the student that limited language ability should not be a disadvantage for them with this type of technique.

Activity 3 Creating the Situational Dialog

Have students tell about times when they were wronged as consumers and what, if anything, they did about it.

Divide the class into pairs and have them create situational dialogs following the example. The following examples of incidents may help to get them started:

1) Being short changed at the check out counter.
2) A landlord does not want to make household repairs.
3) Returning faulty merchandise.

Have students read their dialogs and enact them before the class.

LESSON 5

MODULE IX

SITUATIONAL DIALOGS

Competency: To be able to teach students to compose and enact situational dialogs.

NOTE: The purpose of the situational dialog exercise is to help students improve their listening and speaking skills through listening to, composing and acting out dialogs. It is not intended that students memorize the dialogs but rather that they read them. The situational dialog can be centered around a particular case or it may be centered around a particular sentence pattern or situation.

Preparation:

Step 1: SELECT AND ASSIGN STUDENTS TO READ THROUGH THE DIALOG.

Choose as many students as there are characters in the dialog and assign them to read it through several times in preparation for enacting it before the class.

Step 2: OBTAIN VISUAL AIDS AND REALIA (REAL OBJECTS) FOR USE WITH THE LESSON.

Teaching:

Step 1: NARRATE THE DIALOG AND HAVE STUDENTS READ THE PARTS BEFORE THE CLASS.

Step 2: ASK DISCUSSION QUESTIONS TO THE CLASS.

Step 3: EXPLAIN THE DISCOURSE STRATEGY USED IN THE DIALOG.

Step 4: PAIR THE STUDENTS OFF AND HAVE THEM WRITE SITUATIONAL DIALOGS FOLLOWING THE MODEL (suggest topics and situations).

Step 5: HAVE STUDENTS READ THEIR DIALOGS AND ACT THEM OUT BEFORE THE CLASS.

LESSON 6

ORDERING BY MAIL

Objective: To be able to write a letter ordering something you have seen advertised.

Writing:

Fernanda saw an advertisement on TV for some electric scissors. She sews a lot of clothes for her children and so she decided they were worth the $7.95. She copied the address they showed on TV and wrote them a letter, ordering one pair. She decided not to pay C.O.D. because that is too expensive so she included a check for $8.95 (the extra dollar was to pay for postage and handling). Here is a copy of the letter she wrote.

August 3, 1982
1784 E. Santana Drive
McAllen, TX _____

Fantastic Scissors Co.
2817 N. Alamagordo St.
San Antonio, TX _____

Dear Sirs:

I saw your advertisement on TV for Fantastic Scissors. Please send me one pair immediately. I am including a check for $8.95 to pay for the scissors plus postage and handling.

Thank you very much.

Sincerely,

Fernanda Gonzalez

New Situation 1

Fernanda's neighbor Champengh Ly saw the scissors that Fernanda got and really liked them. She decided to buy two pair of scissors one for her and one for her sister. Rewrite the letter Champengh wrote using the following phrases and sentences put them in the correct order and form.

2817 N. Almagordo St.
Please sent them right away
September 16, 1982
I am including a money order for $17.90 to pay for the scissors plus postage and handling.
Fantastic Scissors Co.

San Antonio, TX
McAllen, TX
Yours truly,
Champengh Ly
1788 E. Santana Dr.
Gentlemen:
Thank you very much
Chanpengh Ly

New Situation 2

Champengh sent the letter and waited two months, but she never received the scissors. She decided to write a letter of complaint. Here are some of the things she said.

I sent a letter and a money order on Sept. 16, 1982. I have not received the scissors or my money. Please send the scissors as soon as possible.

Write a letter of complaint the way you think Champengh would have written it. Use the sentences given to you in the lesson and add any more you think she might have written. Do not forget capitalization, punctuation and abbreviations. Make sure you use the correct business letter form (as in the other letter.)

New Situation 3

Have you ever wanted to order something from a company or have you ever needed to write a letter of complaint?

1) Write a sample letter ordering something you would like to have.

2) Write another letter complaining about poor service or poor quality of something you have bought in the past.

LESSON 6

MODULE X

WRITTEN COMPOSITION

Competency: To be able to teach students to compose letters.

NOTE: There are several different skills involved in composition. These may be divided into two main areas, mechanics and content/organization. Mechanics refers to spelling, punctuation, sentence structure, etc., while context/ organization refers to the items presented and how they are organized. Often students become confused when the teacher attempts to concentrate on both of these areas at the same time. For example, the student composes a story or letter for an assignment. He does a very good job on the context, but the paper comes back with lots of red marks with errors in spelling and grammar.

It is best to focus on the context and organization during the composing stage and then teach the student to correct his own errors in mechanics during a separate editing stage. This module will focus on context and organization. If the teacher wishes, he may use the compositions generated in this module as a source for studying mechanics and editing skills.

Composing State:

There are three phases to teaching composition skills; modeling, grouping composition, and individual composition.

Phase 1 Modeling

Step 1: PRESENT THE STUDENT WITH A MODEL OF THE TYPE OF COMPOSITION WHICH YOU WANT THEM TO DO.

Read the introduction and show the students a copy of the letter. Ask questions to assure that the students comprehend the background information.

Step 2: DISCUSS THE CONTENTS AND ORGANIZATION

Point out the different parts of the letter i.e. the addresser or the sender and receiver, the salutation, the body of the letter, and the closing and signature. Discuss the contents of the letter.

Phase 2 Group Composition

Step 1: PRESENT A NEW PROBLEM WHICH CAN BE SOLVED FOLLOWING THE MODEL.

Read the new situation number 1 involving Fernanda's neighbor.

Step 2: ASSIST THE WHOLE CLASS IN WRITING A COMPOSITION FOLLOWING THE MODEL.

The teacher should go through each part of the model letter and elicit the appropriate information for the new letter. The teacher can write this information on the chalkboard, or better still, the students can write it up on the board as it is discussed.

Phase 3 Individual Composition

Step 1: PRESENT ANOTHER SITUATION AND HAVE EACH STUDENT WRITE HIS OWN COMPOSITION.

Read the new situation #2 and have each student compose a letter following the model.

Step 2: HAVE EACH STUDENT IDENTIFY A SITUATION OF HIS OR HER OWN AND COMPOSE A LETTER.

Have students invent their own situations or find an advertisement in a newspaper or magazine and write a letter ordering something.

LESSON 7

DICTATION EXERCISE

Objective: To develop listening comprehension skills.

To develop grammar.

To improve spelling and punctuation skills.

Narrative: Banks offer many different services, but one of the most helpful is the checking account. When you have a checking account, you can use checks to pay your bills. The cancelled check is your receipt for the paid bill. Most banks have several different kinds of checking accounts. The bank charges a small amount each month for some checking accounts. However, there are some which have no service charge. Banks usually require a minimum balance in such accounts.

Comprehension Questions:

1) What is one of the services that banks offer?
2) What can cancelled checks be used for?
3) Does it cost money to have a checking account? Explain.
4) When do banks require a minimum balance?

LESSON 7

MODULE XI

DICTATION EXERCISE

Competency: To be able to select and use appropriate dictation exercises for your class.

NOTE: The dictation exercise is a task which requires many different language skills. It requires listening comprehension skills, skills in producing the correct grammar, and spelling and punctuation skills, to mention a few. The dictation exercise is very versatile in how it can be used. It can be used as a self-instructional tool for out-of-class assignment or as a classroom exercise. The key to the effective dictation exercise is in the selection of the passage. The passage must be hard enough so that the students cannot do it without knowing the language of the passage but easy enough so that the student can comprehend the passage.

Preparation:

Step 1: SELECT AN APPROPRIATE PASSAGE

The length and difficulty of the passage is dependent upon the students. The entire exercise should require only about ten to fifteen minutes to complete. Normally the passage for beginning level can be from 30 to 50 words long while those for an intermediate group should be from 75 to 100 words in length.

Step 2: RECORD THE PASSAGE ON AUDIO TAPE.

The teacher can read the passage to the class directly, but experience has shown that it is better to have it recorded. The recording should be done in the following way:

1) Record instructions telling the student that the passage will be read three times. The first time the entire passage will be read one phrase at a time with pauses long enough for the student to write the phrase. The student should listen and write. The second time it is to be read at normal speed. The third time the passage will be read again in it's entirety and the students may check their work.

2) Record the passage as described above. The length of the pause between each phrase should be determined by the teacher actually writing the phrase and then allowing a few additional seconds for the student.

Teaching:

Step 1: PLAY THE TAPE AND HAVE STUDENTS WRITE THE PASSAGE.

Step 2: HAND OUT A COPY OF THE DICTATION EXERCISE AND HAVE STUDENTS CHECK THEIR WORK.

(You may use an overhead if you cannot provide individual copies)

Step 3: DISCUSS AREAS OF DIFFICULTY FOR THE STUDENTS.

Step 4: ASK COMPREHENSION QUESTIONS.

LESSON 8

CASE STUDIES

Objective: To develop oral language skills through discussing controversial issues.

Listen to the following case studies.

1) Mary Petersen has worked for the same company for five years. She has worked hard and has tried to be a good employee. One day one of the other workers named Roger is made a supervisor over Mary. The other employee has worked for the company for only two and a half years. Mary thinks she is better qualified for the position than he. What should she do?

a. Quit her job as soon as she finds another job.
b. Ask to be transferred to another section.
c. Do nothing. Congratulate Roger and offer her support.
d. Speak to the superior who made the promotion and ask why she was not promoted.
e. Do nothing, but do not cooperate with the new supervisor.

2) Sam Hall is a supervisor at work. One of the people he supervises is named Bill. Bill is very different from the other employees. He wears a very long mustache. He wears cowboy boots and blue jeans to the office. Most of the other people wear shirts and ties. He keeps a radio on his desk. He listens to it through an earphone because he does not like the music that everyone else listens to. Bill works very hard and his work is good, but visiting business associates are disturbed by his appearance. What do you think Sam should do about Bill?

a. Call Bill into his office and tell him that he has to change. If he does not change, he will be fired.
b. Do nothing.
c. Make strict rules in the office that no one can wear blue jeans.
d. Talk to Bill and tell him that visitors get a bad impression when they see him. Ask Bill for suggestions.
e. Have a group discussion with Bill and the other employees about dress, music, etc.

3) Joe Black's wife has been wanting him to go to the PTA with her for weeks. He is to go next Thursday. That Thursday after work, Joe's friends tell him that they are going drinking. They invite him to come too. Joe likes to drink with his friends. What should he do?

a. Call his wife and tell her he has to work late and then go with his friends.
b. Tell his friends he cannot go because he has promised his wife that he will go with her to the PTA.
c. Tell his friends he has work to do at home and then go with his wife.
d. Go with his friends without calling his wife.
e. Go with his friends for a short time and then go home a little late for the PTA.

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LESSON 8

MODULE XII

CASE STUDIES

Competency: To be able to develop conversational skills in students.

NOTE: The object of the case study is to create a situation in which each individual will have an opinion on an issue and will be willing and motivated to discuss it. The key to the effective use of the case study technique is to create an environment where everyone is willing to participate. It is natural for certain people to dominate a discussion and others to agree or disagree and remain silent. The skillful teacher will assure that everyone has the opportunity to express his or her opinion.

Teaching:

Step 1: READ THE CASE STUDY OR HAVE A STUDENT READ WHILE THE CLASS LISTENS.

Step 2: READ THE ALTERNATIVE RESPONSES PRESENTED AT THE END OF THE CASE STUDY AND HAVE EACH PERSON PRIVATELY CHOOSE A RESPONSE.

It is important that this selection be private because it will commit the members of the group to a particular response and will assure that they do not simply go along with the others. One way of assuring that each class member expresses his opinion is to have them record their choice and hand them in.

Step 3: HAVE THE STUDENTS DISCUSS THEIR CHOICES AND ATTEMPT TO ARRIVE AT A CONSENSUS.

This is the most critical step of all. The teacher must be attuned to the class, and know whom to choose first. Generally students who are less willing to respond should be called on first to share their responses. Otherwise they may be intimidated by the other students.

LESSON 9

PERSONAL VIGNETTES

Objective: To be able to write a short vignette about a friend or oneself.

Instruction:

Most people have to fill out applications many times throughout their lives. There are job applications, credit card applications, loan applications, school admission applications and applications for government services. An application filled out completely contains a lot of information about the applicant. (See Appendix B for application samples).

Activity 1

Write a paragraph about John Rivers. (See Appendix B for completed form). It can start out with, "John C. Rivers applied for a credit account at Sears on July 7, 1983." In your paragraph include information about where he lives now, where he used to live, how long he has lived in different places, what kind of job he has and where he works, how old he is, etc. (See Appendix B).

Activity 2

Now fill out an application for yourself. (See Apendix B for samples). Can you write a short history of yourself from the information on the application? Imagine you could design an application for a husband, wife, or child. What kind of information would you require? Make a list of questions, such as name, birthdate, birthplace, etc.

Activity 3

Have students interview a friend and with the information from the interview fill out as much of an application as possible or vice versa. (Have your friend fill out the application and then write his history).

Additional suggestions for activities:

a. Write short vignettes about people performing each of the jobs advertised and have students match the vignette with the ad.

b. Have students pair off and make up dialogs of interviews for each of the jobs advertised and have the rest of the class try to correctly identify the ad. The class could also decide in each case whether the person should be hired or not.

LESSON 10

IDIOMS

Objective: To be able to understand and use idioms correctly.

Instructions: Fill in the blanks with the correct idioms.

put on	zip up
take off	unzip
button up	fold (up)
unbutton	put down
put in	pick up
take out	put away

1) Stop writing for a minute. _____ your pencil and look at me.
2) I think Jane is hiding something. She had something in her hand then she _____ it _____ her pocket. Now her hand is empty.
3) Oops! I accidentally dropped my pencil. There it is. Can you _____ it _____ and give it to me, please?
4) I slept too long this morning. I did not have time to _____ my make up.
5) If you think it is too hot, why don't you _____ _____ your sweater?
6) Oh no! I lost a button. Now I cannot _____ _____ my coat all the way.
7) If you are finished with the sewing machine, you should _____ it _____.
8) It is cold outside. Make sure you _____ _____ your parka.
9) Can you help me _____ _____ these blankets so I can put them back in the closet?
10) I want to take off my coat, but the zipper is stuck. Maybe you can help me _____it.
11) Fred always has his hands in his pocket. Does he ever _____ them _____?
12) You have to _____ your coat before you take it off. If you don't, you might pop the buttons off.

Activity 1

Bring a sweater and coat to class (one with a zipper and the other with buttons). Demonstrate to introduce idioms. Have students fill out worksheet.

Activity 2

Do Command Sequence drills with idioms. See Module IV of beginning lessons section for details of how to conduct Common Sequence exercises.

LESSON 11

READING

Objective: To be able to read and understand newspaper want ads.

Instructions: There are eight examples of newspaper ads in capital letters listed below. Beneath each ad are some interpretations of the want ads. Each of the interpretations has at least one error. Read the want ad and then read the interpretation. Have students underline the part or parts that are wrong. If some important information is not included, put an X by the paragraph.

The teacher should explain the abbreviations in each want ad.

The teacher may also want to go through one or two of the ads orally with students before they are required to complete the exercise.

1) BABYSITTER WHO LOVES CHILDREN, AGES 3 AND 9 MOS. REF. REQ.. 539-0636 AFT 6 P.M. WEEKDAYS.

There is a job for a babysitter and they have to love children that are 3 months and 8 months old. The number to call is 539-0636 at 6:00 p.m. everyday except Saturday and Sunday.

2) SMALL CLOTHING MFG. NEED 1 PERSON FOR A VARIETY OF SHOP TASKS, INSPECTION, SPREADING, BUNDLING TAGGING. CALL 262-6503 BETWEEN 8 A.M. AND 12:00 MON. THRU FRI.

A small clothing store needs someone to do different things in store like inspect, spread, bundle and tag. Call 262-6503 between 8 in the morning and 12:00 noon.

3) LANDSCAPERS. MIN. OF 2 YRS. EXP. 262-5875.

There is a two-year job for somebody who wants to learn landscaping. The number to call is 262-5875.

4) MAINTENANCE, HAVE OWN TRNSPT, PHONE, ON-CALL REQ. MATURE INDIV. EXP. IN ALL TYPES MAINT. 262-9347.

If you have a transportable phone you can get this maintenance job. You might have to work any hours. You should be an adult (not younger than 18 years old).

5) PRODUCTION 1QT. MANUFACTURING, WORK AT HOME, ONLY HAND TOOLS REQ. PRODUCE LIGHT ALUMINUM MOLDS. WORK ON CONTRACT BASIS, PD. ACCORDING TO AMOUNT OF PRODUCTION SMALL DEPOSIT REQ. FOR RAW MATERIALS. CALL 487-0804 FOR INTERVIEW.

There is a company that is producing homes from light aluminum molds. You sign a contract and if you produce a lot of them you get paid more. You have to pay a small deposit for the hand tools you use. Call 487-0804 for an interview.

6) SECRETARIAL (EXP. 60+WPM) NEED FOR TEMP. WORK NO FEES -- HIGH PAY. NEWTON EMPLOYMENT AGENCY 363-2884.

The Newton Employment Agency has an ad that says they need a secretary who can work 60 weeks. And she has to have experience. There are no high fees. If you want more information, call 363-2884.

7) SIDING INSTALLERS IMMEDIATE OPENING, FULL-TIME POSITION. MUST HAVE OWN TOOLS, TRUCK AND WILLING TO WORK LONG HOURS. CALL AM'S FOR APPT. 467-3291 AND ASK FOR STEVE.

There is a job open right away for a siding installer. You have to have your own tools and a truck, but the job will last a long time if you are willing to work hard. You have to call Steve Am's for an appointment.

8) BABYSITTER - MATURE WOMAN, NONSMOKER TO SIT IN OUR HOME. CALL FOR MORE DETAILS. 843-4280.

Someone needs a woman (over 18) to take care of their house while they are gone. If you want an interview, call 843-4280.

Can you make the corrections? On a separate sheet of paper, write a correct interpretation of each of the want ads.

SECTION IV

TEACHING NON-LITERATE ADULTS

SPECIAL CHARACTERISTICS OF NON-LITERATE ADULTS

Teaching non-literate adults ESL is a special challenge but it brings special rewards.

Should a Special Class be created?

If at all possible a special class should be created for the non-literate adult. If this is not possible, a special instructional group should be formed within the class and activities of the sort included in this section of the manual should be carried out with them.

Two special difficulties exist for the non-literate adult which make it desirable to create a special class:

1. It is a lot harder for students to recall material practiced in class if they cannot take notes or if they cannot review the material in written form.

2. When the class actually begins reading selections from the text, the students who can already read in their native language begin reading in English with very little actual instruction, while the non-literate requires much more specific work on reading.

If no special attention is given to the non-literate learners, they will typically begin to fall behind the rest of the class and will often drop out altogether.

How can you determine if students are literate in their native language?

The quickest but least accurate way is to have someone ask them directly or ask a close associate. A second way it to test the students. This option requires the teacher to identify resource persons who speak the native language of the students. These persons should be asked to have the students read and answer the questions in their native language. The literacy assessment instrument as found in Appendix A can be used to measure native literacy skills.

Should the non-literate adult be taught to read in the native language first?

While there is some evidence that teaching native language reading can speed up the process of learning to read in a second language, certain facts should be taken into account before attempting this approach:

1) The teacher must be competent to teach reading in the native language.

2) Adequate reading materials must be available in the native language.

3) Students must be motivated to learn to read in their native language.

4) If more than one native language is present in the class, the teacher must have facilities and resources to handle the added load.

Teaching native language reading is most helpful in languages with a Roman alphabet. Reading skills in languages such as Chinese and Laotian are less readily transferred to reading English.

Should reading instruction be delayed until students have developed some fluency in oral English?

While it is advantageous for students to be able to recognize words orally as a basis for learning to read them, a number of practitioners have found that there are certain advantages to developing literacy skills simultaneously with oral skills. If the proper approach is used, students can begin to develop basic reading skills from the very outset of instruction.

Delaying reading instruction, on the other hand, extends the period of time in which students must rely entirely on their auditory memory for recalling the things taught in class and may have the effect of eventually slowing down the learning of oral language.

Should reading and writing be taught at the same time?

Yes, the two skills complement each other and speed up overall development. Learning to form letters and words adequately tends to develop quite rapidly in non-literate students when compared with learning to recognize words and sound them out. After a person has learned to write the letters and compose words and sentences, he can use this skill to record oral language material. This makes it possible to rehearse more effectively what has been studied.

How is teaching English reading to the non-literate different from teaching reading to someone literate in his native language?

It has been said that one learns to read only once; that second language reading is simply an adaptation of the reading process to fit a new situation. While this may not be entirely true, especially when the symbols change from ideagraphs (which represent entire words with one symbol such as in Chinese) to alphabetic symbols (which represent sounds with single symbols such as in English), it is sure that the

great majority of skills necessary for reading one language transfer to the task of reading a second.

Thus in most beginning language classes for Spanish, French, German, and other languages with alphabets similar to English, you teach the sounds represented by each of the letters, and then assume that the student will be able to read. One typically spends little time in actual teaching reading, except perhaps to develop vocabulary and comprehension skills.

For the non-literate ESL adult learner, on the other hand you must begin with basic word recognition skills such as sight words, contextual skills and word analyses skills. You should then teach them the alphabet and sound symbol relationships. Finally you must teach them to form the letters and to write words. The development of these basic skills requires much more time and practice for the non-literate learner.

<u>How does teaching reading to the non-literate adult ESL student differ from teaching beginning reading to native English-speaking children</u>?

1) The adult learner has a lot more knowledge about the world and consequently of the content of reading material than do children. This makes it possible for adults to read material about more sophisticated subjects than can children. It also means that adults are interested in reading about adult subjects and are often offended if asked to read children's materials.

2) The beginning adult ESL learner has a much more limited vocabulary and much more limited control of grammar and pronunciation than does a native English-speaking child. Being able to sound out a word or sentence is of little value if the students do not know what the word or sentence means even after sounding it out correctly. The ESL learner must be developing the whole spectrum of language skills as he is learning to read. This suggests that a purely phonics approach is likely to be less successful with the adult.

3) The adult learner has lived for many years with not being able to read and has successfully coped with the problems of life. He is therefore less likely to be motivated to participate in learning activities unless they appear to be meeting some perceived need. Children, on the other hand, will often participate in an activity simply because the teacher asks them to.

All of these facts suggest that simply using a beginning reading program developed strictly for children, no matter how successful it has been, is not a wise approach for teaching adults.

Should the adult learner be taught to read and write in cursive or manuscript?

Here a distinction must be made between reading and writing. Most of the reading required of adults will be either in block letters as in signs (e.g. NO SMOKING, EXIT) or in manuscript as on applications (e.g. Name, Address) and in texts and other printed material. This suggests that initial reading instruction should be in block and manuscript letters.

In many contexts adults are required to be able to print, for example, as in filling out forms. In other contexts they are expected to write in cursive, especially in signing their names. So adults should be able to at least sign their names in cursive.

What methods should be used in teaching non-literate adults to read in English?

There are two main approaches to teaching reading. One approach begins by teaching letters, letter-sound correspondences, syllables, words, and eventually sentences. (This approach is sometimes called the phonic or linguistic approach.) The second begins with words and sentences and eventually breaks them down into syllables and then sounds and letters. (This is often called the word method or global method.) The approach advocated here is a combination of these two in which the teacher begins by teaching sight words and simultaneously teaches students to recognize the letters and to write them.

The main thrust of this approach is to take the material being taught in the oral language classes and to use it as reading material, first to be learned as sight words and later to be analyzed into letters and sounds. Meanwhile, in separate lessons, the students can also be learning the alphabet and can be practicing writing the letters. Also, students are taught "survival" reading skills including reading signs and reading application forms. Later, sight words which have already been learned as wholes can be used to develop basic phonic skills.

LESSON 1

ROLL CALL

Objective: To recognize the written name of each person in the class.

Materials: 5" x 8" cards with the first name of each student written in large black letters.

Class Arrangement: Large or small group.

Procedure:

1) Teacher holds up each card successively and allows the student to say whose name it is.

2) If a student recognizes and calls out the name, the whole class should repeat it. If no one recognizes it the teacher should then call out the name and have the student repeat.

3) The student whose name has been called should respond "here" or "present" and the teacher marks the roll.

(As soon as students are able to recognize first names, cards with first and last names or cards with title plus last name, e.g. Mr. Gomez, may be used.)

LESSON 2

READING SIGNS

Objective: To recognize common signs and understand what they mean.

Materials: One flash card for each of the signs to be taught (these must be large enough for each of the students to see). One copy of Worksheet A and Worksheet B.

Class Arrangement:

Special Instructions: This lesson should be taught in several short sessions with a maximum of five new signs being introduced in each session.

Procedure:

1) Show the STOP flash card. Pronounce the word "stop" and ask the students what it means. Here the students pronounce the word. Show a picture or demonstrate the meaning.

2) Repeat #1 with the "ONE WAY" flash card.

3) Hold the two flash cards up or set them on the chalkboard tray. Read one at random and have a student come up and identify which was read. Repeat this several times until the students can quickly identify the sign which the teacher reads.

4) Hold up two flash cards with the backs facing the students. Have students come up and select one, show it to the class and read it.

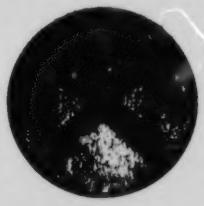
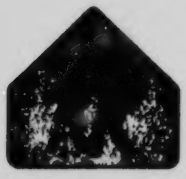
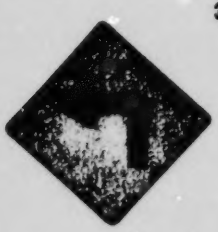
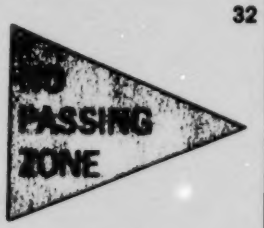
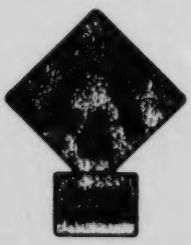
5) Place the flashcards along the chalkboard facing students. Have the students close their eyes while the teacher removes one card. Have the students open their eyes and try to identify the missing sign.

6) Repeat steps 2-5 with each new sign introduced, each time assuring that students can perform the steps with all the signs to that point.

7) After the students have had the signs on Worksheet A presented to them, divide the students into pairs. Distribute copies of the worksheet and have one student in each pair test the other on five items, then have them switch roles. The student who is testing the other can point to a sign and have the student read it.

8) Step 1 through 7 should be repeated with Worksheet B.

WORKSHEET A

1	2 	3	4	
6 	7	8	9	
14	15	16	17	
22	23	24	25	
30 	31	32 	33	
38 	39	40	41	

WORKSHEET B

WOMEN
NO SMOKING
FIRE ALARM
AMBULANCE
HANDICAPPED
EXIT
REST ROOMS
MEN
NO DOGS ALLOWED
OFFICE
BEWARE OF DOG
SCHOOL
ENTRANCE
OPEN
TAXI
BUS STOP
CLOSED
POLICE
EMERGENCY
UP
DOWN
PUSH
TELEPHONE
PULL

LESSON 3

SIGHT WORDS IN SENTENCES

Objective: Read as sight words the words introduced in the oral language lessons.

Materials:

1) Name flash cards from "Roll Call" lesson.

2) Tagboard sentence strip with a sentence or two which have already been learned in oral language class, e.g. My name is Maria Gomez.

3) Tagboard word strips with additional words for each sentence, e.g. his, her.

4) Pocket chart.

Procedures:

1) Put the sentence strip "My name is Maria Gomez" up on the pocket chart and say, "The chart says "My name is Maria Gomez." Please read with me, "my name is Maria Gomez." (The teacher points at each word as it is read.)

2) Say, "Who can show me the word Maria? Good!
Gomez? Good!
my? Good!
name? Good!
is? Good!

3) Say, "now let us read it again. "My name is Maria Gomez." Have your class read it in chorus and then have individuals read it.

4) Cut off Maria Gomez and ask, "What does this say?" First have the group then individuals read it.

5) Take the name flash cards for each of the other students and place them one at a time in the slot where Maria Gomez was. Have the students read the sentence with different names in it.

6) Cut off the word my and ask who can read it. Have the group read it and then individuals read it.

7) Place it back on the sentence and have them read it again.

8) Write the word her on a piece of tagboard and put it in the slot where my was. Say, "This says, Her name is Maria Gomez." Have students read the sentence together and alone. Substitute the two words back

and forth a few times, each time calling on a different student.

9) Repeat steps 5 and 8 with his plus a man's name.

10) Hold up the word is and have the students read it.

11) Select the words My name is Maria Gomez, mix them up and have a student place them in proper sequence on the pocket chart. Have the class read it.

12) Repeat step 11 with other combinations of words.

13) If students have already had the introductory writing lessons, dictate sentences including various combinations of the words taught. Have the students write the sentence on the board after each dictation so students can check their work.

LESSON 4

SIGHT WORDS IN ISOLATION

Objective: Read as sight words vocabulary items taught in oral language class.

Materials: 1) Real objects or pictures of objects used in oral language class.

2) Name of each object or picture written on tagboard.

Special Instructions: The number of objects should be limited to about six and it is preferable to choose items from the same class of objects, e.g., classroom items, food items, etc.

Procedure:

1) Place the pictures or objects on the chalkboard tray or table and have students name each one.

2) Place the appropriate tagboard card beside the first picture or object and have students read it. Pick up the word card and have the students look at it carefully and read it again.

3) Place the word card by itself on the table or in the chalkboard tray and have a student select the object or picture which goes with it. Have him place the object or picture beside the word card.

4) Repeat steps #2 and #3 with a second word card and object or picture.

5) Take the two word cards that have been taught, mix their order up and have a student come forward, select one, read it and place it beside the appropriate picture.

6) Repeat steps #4 and #5 with each new picture.

7) Mix up the pictures and place them along the chalkboard tray. Mix up the word cards and place them on the table. Call out a word and have a student select the proper word card and place it beside the appropriate picture.

LESSON 5

MATCHING LETTERS

Objective: Given sets of letters, students will be able to match those that are alike.

Materials: 1) A copy of Worksheets A and B for each student.

2) Overhead transparency of each worksheet.

3) Overhead transparency projector.

Class Arrangement: Large or small group or individuals sitting at desks.

Special Instructions: This lesson should last a maximum of 15 minutes during any one session. If students are not finished, continue at another time or have them complete the exercise as homework.

Procedure:

1) Hand out Worksheet A to each student and lay overhead transparency on projector with only Exercise 1 exposed.

2) Point to Exercise 1 and indicate that you are going to find the letter in the right column which matches (is like) the first letter in the left column. (This should be done with very simplified language and lots of gestures).

3) Hold a finger or pointer under the first letter of the left column and begin at the top of the right column asking "Are these alike?" (No), "Are these alike?" (No), etc., until you find the matching letter.

4) Draw a line between the matching letters on the transparency and ask each student to do the same on his or her worksheet. (Check the students' work).

5) Follow steps #3 and #4 for each successive letter in the left column of Exercise #1.

6) Have students complete the additional exercises on Worksheet A while the teacher goes around and gives individual assistance.

7) Place completed overhead on projector and allow students to check their work.

8) Repeat procedures 1-7 with Worksheet B.

Worksheet A

Matching Lower Case Letters

Exercise 1		Exercise 2		Exercise 3	
a	c	d	e	g	i
b	x	e	v	h	h
c	a	f	w	i	g
x	z	v	d	s	t
y	b	u	f	r	s
z	y	w	u	t	r

Exercise 4		Exercise 5		Exercise 6	
j	p	o	b	a	c
k	l	q	c	o	o
l	m	b	z	c	e
m	n	c	x	e	a
n	k	x	q	i	u
p	j	z	o	u	i

Exercise 7		Exercise 8		Exercise 9	
b	p	p	b	f	d
d	t	d	m	t	t
s	s	g	d	q	f
t	d	b	p	b	b
p	b	m	g	d	q

Exercise 10		Exercise 11		Exercise 12	
j	o	s	i	e	d
d	f	i	s	o	j
f	e	a	n	k	e
o	d	n	a	d	k
e	j	r	r	j	o

Worksheet B

Matching Upper Case Letters

Exercise 1		Exercise 2		Exercise 3	
A	C	D	F	G	G
B	A	E	T	H	S
C	X	F	E	I	Q
X	B	W	D	S	H
Y	Y	T	W	Q	I

Exercise 4		Exercise 5		Exercise 6	
J	P	V	P	M	Z
K	N	P	A	W	Y
L	M	A	V	Y	C
M	L	X	Y	X	W
N	K	C	C	C	X
P	J	Y	X	Z	M

Exercise 7		Exercise 8		Exercise 9	
P	S	Q	O	E	D
R	P	O	A	F	P
S	R	A	T	P	E
H	I	T	Q	D	F
I	H	L	L	B	B

Exercise 10		Exercise 11		Exercise 12	
E	O	R	S	U	P
A	A	U	L	I	E
S	E	C	R	E	T
O	P	S	U	P	I
P	S	L	C	T	U

LESSON 6

DISCRIMINATING LETTERS

Objective: Identify matching letters out of sets of letters.

Materials: Copies of Worksheet A for each student.

Class Arrangement: Large or small group or individual.

Procedure:

1) Hand out sheets.

2) Lay overhead transparency on machine with everything covered except the first line of letters.

3) Instruct the students to circle the letters in the box that are like the letter to the left. Demonstrate by circling the letters "a". Have the students circle the letters on their individual worksheets.

4) Reveal the next line on the overhead transparency. Have students mark that line on their worksheet, then circle the appropriate letters on the overhead so they can check their work.

5) Repeat #4 until students understand the task, then allow them to complete their worksheets.

6) Uncover the entire overhead and mark the correct responses. Allow the student to check their work. Circulate and give assistance to those that need it.

Circle letters which are the same as the one on the left.

a	c	f	a	b	g	d	c	a
b	b	a	d	e	c	b	o	l
c	a	e	c	l	n	p	c	q
d	o	b	d	e	l	f	c	d
e	e	c	l	m	p	e	f	g
f	e	p	f	m	l	o	q	f
g	h	m	g	t	l	g	q	p
h	p	q	h	l	m	t	h	b
i	j	a	i	m	l	i	s	t
j	l	j	n	m	r	j	a	g
k	x	l	r	k	p	m	k	x
l	a	b	c	l	d	l	e	j
m	r	p	c	m	d	a	e	m
n	p	v	t	j	n	a	s	n
o	o	a	b	c	d	e	o	g
p	r	o	s	p	a	m	a	p
q	h	a	n	q	d	y	q	i
r	r	o	m	i	r	e	s	a
s	s	a	m	n	e	i	s	o
t	t	t	o	n	y	s	i	e
u	t	u	m	q	s	u	o	a
v	m	v	r	i	v	s	c	o

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LESSON 7

NAMING LETTERS

Objective: Name the letters of the alphabet in order. Identify letters presented randomly. Name letters presented randomly.

Materials: 1) Chalk and chalkboard.

2) Set of upper and lower case letters (along the top of the chalkboard).

3) Two sets of flash cards, one with upper case letters and another with lower.

Class Arrangement: Large or small group.

Special Instructions: The material in this lesson should be taught over several short (10-15) minute sessions with a maximum of six new letters being introduced during any one session. During each session all previously taught letters should be reviewed.

Procedure:

1) Hold up the flash card with the upper case letter "A". Say, "This is "A". Have the class repeat several times. If the first name of anyone in the class begins with an "A", say "This is ___'s letter." Write that person's name on the board.

2) Repeat step #1 with the letter b.

3) Set letters A and B on the chalkboard tray, name them at random and have students identify which has been named. Continue until the two letters are well learned.

4) Take the two flash cards and hold them up with the backs facing the class (as in playing cards). Have a student come up, pick one out and read it. Repeat until all class members can name the two letters.

5) Repeat steps #2-4 with each upper case letter.

6) After the students have learned six new letters, point to the alphabet chart above the chalkboard and have the students review all the letters previously learned by naming them in order. Then point randomly at the letters and have the students name them.

7) Continue steps #1-6 until all of the upper case letters are learned.

8) Repeat these procedures with the lower case letters.

LESSON 8

MATCHING LOWER CASE AND UPPER CASE

Objective: Match each lower case letter with its upper case equivalent.

Materials: 1) Worksheet A.

2) Overhead transparency of Worksheet A.

3) Overhead transparency projector.

Class Arrangement: Large or small groups or individuals.

Special Instructions: This lesson should be preceded by a lesson in which the names of the letters are taught.

Procedures:

1) Hand out Worksheet A to each student.

2) Place the overhead transparency on projector with only Exercise 1 revealed.

3) Indicate that students are to match upper and lower case letters by beginning with the top letter on the left, finding the lower case equivalent and drawing a line from the upper case letter to the lower case letter. The teacher should model this procedure by putting a finger or marker under the top letter on the left and then by going down the right hand column asking, "Is this it?" When the appropriate letter is identified, draw a line between the two.

4) Have each student draw a line between the appropriate sets of letters on his own answer sheet. (If they need help they can look at the matched alphabets at the top of the page). Check the student's work.

5) Repeat steps #3 and #4 for each item in Exercise 1.

6) Have students work through the additional exercise.

7) Place on the overhead the transparency with completed exercises and have students check their work. (You could have students come up and complete the overhead exercises instead of the teacher if you wish).

Worksheet A

Matching Upper and Lower Case Letters

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

Exercise 1

A	d
B	c
C	e
D	a
E	f
F	b

Exercise 2

a	E
b	B
c	A
d	F
e	D
f	C

Exercise 3

U	y
V	u
W	x
X	l
Y	v
L	w

Exercise 4

G	h
H	i
I	g
J	k
K	j

Exercise 5

g	G
h	J
i	K
j	H
k	I

Exercise 6

A	i
E	u
I	e
O	a
U	o

Exercise 7

L	o
M	l
N	p
O	m
P	n

Exercise 8

g	H
h	I
i	G
j	K
k	J

Exercise 9

M	q
N	o
O	m
P	n
Q	p

Exercise 10

Q	s
R	u
S	q
T	r
U	t

Exercise 11

l	M
m	L
n	P
o	N
p	O

Exercise 12

R	e
O	i
S	s
I	o
E	r

LESSON 9

CONCENTRATION WITH LETTERS

Objective: Match upper and lower case letters.

Materials: 1) A 36": x 24": pocket chart.

2) Eight to ten pairs of letter flash cards.

Write the numbers 1-16 or 1-20 randomly on the back sides of the flash cards. Arrange the flashcards in the pocket chart in a 4 x 4 or 4 x 5 matrix. For example.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Procedures:

1) Present the chart to the class. Tell them that behind each number is a letter. Their task is to match upper case and lower case letters, for example, "A" and "a".

2) Take the first turn by having a student name two numbers and by showing the students the letters behind them. If they are not matched, turn the two letters face down again.

3) Have another student choose two other numbers and try to match an upper case with a lower case letter. If he is successful he gets a point and the matched letters are left right side up. If not, the two cards are placed face down again.

4) Repeat step #3 with each student in the class. Continue until all letter pairs have been properly matched.

LESSON 10

WRITING THE LETTERS OF THE ALPHABET

Objective: Write the letters of the alphabet. Write ones own name.

Materials: Chalk, erasers, pencils, etc., for each student. Flash cards with each student's name on it.

Special Instructions:

1) This lesson should be taught in sessions of 15-20 minutes each. Generally adults do not need to go through a stage of tracing letters as do young children. If, however, some have difficulty with the procedure described here, reproduce a few sheets with the letters outlined in dots and have the students trace around the dots.

2) It may be necessary to show some adults how to hold a pencil. Also, the teacher should encourage students to write the letters so that they are uniform in size, slant and spacing.

Procedure:

1) Have each student find a space at the chalkboard. (If there is not enough space, some students can work at their seats. Students should alternate so that eventually all get to work at the board).

2) Demonstrate the writing of the letter "A" with two vertical strokes and one horizontal. Have the students draw the letter several times while the teacher checks their work.

3) Repeat step #2 with the upper case "B".

4) Dictate the letters "A" and "B" and have the students write them as you dictate.

5) Repeat steps #3 and #4 with each new letter, each time reviewing previously taught letters.

6) Have students repeat steps #2-5 using lined paper and pencils.

7) After you have completed the upper case letters, repeat the same procedures with the lower case letter.

8) Distribute flash cards with the students' names on them and have each copy his name on the board and/or on paper.

LESSON 11

INITIAL CONSONANT SOUNDS

Objective: Identify words beginning with a particular sound.

Identify the letter associated with that sound.

Identify new words beginning with that sound.

Material: 1) A list of the sight words that the students have learned that begin with the sounds being taught. For example, suppose the sound being taught is the beginning sound of the word "my". The list might include Maria and Martha from the Roll Call activity, men from the lesson on signs, my, morning, Mexico, and Monday from oral language lessons.

2) Chalk and eraser.

Special Instructions: This lesson should not be taught until the students have learned 30 to 50 sight words. The material should be presented in several short (not to exceed 20 minutes) sessions.

Procedure:

1) Write the letter "M" on the chalkboard. Say, "This is the beginning sound in the word Maria. I will say two words, one of which begins with "M". Tell me which begins with "M".

Maria	my	Marta	women	Fred	afternoon	Mexico
Alice	your	Robert	men	Maria	morning	Peru

2) Continue with set #1 until students can perform perfectly. Then say, "Now, I am going to say one word and you tell me if it begins with "M" or not." Use the same words used in step #1 but this time one at a time. Continue practicing until students can perform perfectly.

3) Repeat steps #1 and #2 with the letter "S".

4) Say, "Now I am going to say a word and you tell me if it starts with "M" or "S". Continue until students perform perfectly.

5) Add the initial consonants "R", "T", "N", "L", "D", "F", and "K" in approximately that order by following steps #3 and #4.

6) Other consonant sounds can be introduced as needed by following the same procedures.

SECTION V

ANNOTATED BIBLIOGRAPHY *

* This bibliography was taken for the most part from A Selected, Annotated Bibliography of Materials for Teaching English to Refugee Adults. Washington, D.C.: Center for Applied Linguistics, 1981.

I. Survival-Oriented ESL

Bruder, Mary Newton. MMC: Developing Communicative Competence in English as a Second Language. The University Center for International Studies, University of Pittsburgh, 1974.

Student's Book, $9.95.
Student's Workbook, $4.95.
Instructor's Manual, $2.00 (or free with class order).

A fast-paced, grammar-oriented presentation of the structures of English, designed to prepare foreign students for university work, and as such appropriate for refugee professionals with lots of education and English. MMC refers to types of drills (mechanical, meaninful, and communicative) which the text incorporates. The material is carefully organized and presented, and covers most of the structures of English; an educated refugee wanting to learn more English on his own could benefit from MMC more than from other ESL texts.

Castro, Oscar and Victoria Kimbrough. In Touch. New York, NY: Longman, Inc., 1979.

Student's Books 1-3, $3.50 each.
Teacher's Manuals 1-3, $4.50 each.
Workbooks 1-3, $1.95 each.
Cassettes 1-3, $18.95 each.

Although not specifically aimed at refugees, this ESL series is designed for young adults at the beginning to intermediate levels. The series follows a functional, rather than a structural, approach -- teaching basic communicative skills, such as making introductions, giving and asking for information and directions, apologizing, etc. Thus, many programs have adopted this text for use in refugee ESL classes in which literacy skills are not a problem. Workbooks provide additional practice; an answer key is provided in the back for self-correction.

Foley, Barbara and Howard Pomann. Lifelines: Coping Skills in English. New York: Regents Publishing Co., 1981. $3.95 each.

A four-book series aimed at beginning to intermediate level adult students which deals with survival topics such as telephone, money, directions, personal information, etc. Each lesson is self-contained and taeches towards a specific competency. Practice activities are geared toward small groups work, and may prove difficult in large class situations. Although a beginning-level text which stresses oral/aural language skills, students must have basic literacy skills to use the text.

Iwataki, Sadae, et al. English as a Second Language: A New Approach for the Twenty-first Century. Arlington Heights, IL: Delta Systems, 1975-76. Teacher's manual, $15.95; Student's Book (1-20), $3.00; Student's Book (21-40), $3.00; Visuals, $16.95; Supplements for Chinese, Vietnamese, Cambodian, Loatian, and Spanish-speaking Students, $4.95 each; Cassettes, $119.00. Worksheets (for Lessons 1-40), $4.00 per set.

A survival couse, developed for Asian adult students on the West Coast, and for that reason particularly appropriate for refugee students, especially those with little or no educational background. The series has been widely and sucessfully used with refugees since 1975, both in survival classes and as the first lap of extensive programs. (Caution: Vol. VI, the intermediate course, does not take up where Vol. II ends!) The supplements for Chinese, Vietnamese and Cambodian students are translations of the dialogues and model sentences of Lessons 1-40 into the different languages. The teachers' manual is explicit, and written with the inexperienced ESL teacher in mind. The pronunciation lessons are aimed at Spanish, Chinese, Korean and Tagalog speakers, and do not tackle the particular problems of the Vietnamese, Lao, Hmong and Cambodian refugees; the visuals are useful in refugee classes, however. The worksheets were designed to be used with the cassettes, but can be used independently as well. A separate literacy component was published by Modulearn in 1980, and another new literacy component from Delta Systems has come out recently. Both are designed to accompany the earlier lessons, and are described in this bibliography's section on literacy. Modulearn's literacy program is presently being distributed by Bilingual Education Services, Inc.

Keltner, Autumn. English for Adult Competency, Books I and II. Englewood Cliffs, NJ: Prentice Hall, 1980. $5.95 each.

A language survival skills text which focuses on the following situations: personal identification, food and money, health, transportation, housing, clothing, looking for a job, banking and postal services, and community resources. The text is nonsequential and employs a minimum of structures. It emphasizes the oral language patterns and vocabulary needed in daily life. There are pre- and post-tests for each unit with functional/competency objectives; particular language structures are not tested. Book II expands the concepts of each unit found in Book I, and includes more difficult structures. The text is designed to give the adult student as much practice as possible. The only drawback to this text is the lack of a teacher's manual, making it an impractical choice for an inexperienced teacher or tutor.

Mackey, Llonka Schmidt. English I: A Basic Course for Adults. Rowley, MA: Newbury House, 1972. Student's Book, $4.95; Teacher's Manual, $9.95.

A survival text, suited especially for tutoring situations. The aim of the text is to provide newcomers with the English they need immediately on arrival. A feature of the text is its focus on vocabulary relevant to the needs of adults in getting around an English-speaking community. Teacher's manual is explicit, and was written with the inexperienced teacher or tutor in mind.

Mellgren, Lars and Michael Walker. New Horizons in English. Books I-VI. Reading, MA: Addison-Wesley, new edition, 1980.

Series for high school students, teaching beginning and intermediate structures of English. Text is based extensively on two- and four-color drawings, which provide material for drills and dialogues. Teacher's guides have notes for inexperienced ESL teachers, and suggestions for experienced teachers as well. There are sections in each unit of the student books.

Schurer, Linda (editor). Everyday English. San Francisco: Alemany Press, 1979. Cycle I Student's Book, $4.95; Teacher's Manual, $9.95; Cycle II Student's Book A, $3.95; Student's Book B, $3.95; Teacher's Manual, $9.95.

These ESL teaching materials were designed as an introductory oral English program for recently arrived adult immigrants with little or no previous knowledge of English, and have been used quite successfully with the refugee adult of low educational background. The goal is survival English for immediate use. Based on a cyclical curricular design, Cycle I consists of 10 independent units, each with a different community setting (food, clothes, transportation, housing, school, health, post office, telephone, banking, and employment). Each unit introduces and practices the same set of basic grammatical structures. Cycle II repeats the same 10 community settings, but present a more difficult set of structures. No fixed order is inherent in these materials, since the structures and vocabulary are introduced as new information in each unit, which makes the text ideal for open-enrollment programs and Adult Education courses that face the problem of sporadic attendance. The teacher's manual is good, with many useful suggestions. However, inexperienced teachers will have to spend some time in preparation.

II. Survival Skills Course Supplements

Beal, Kathleen Kelley. Speaking of Pictures. Austin, TX: Steck-Vaughn, 1981. Workbooks 1-3, $2.50; Teacher's Manuals 1-3, $2.50.

Each book contains two sequences (of ten pictures each) centered on a common survival theme. Book 1 concerns dinner and a potluck picnic (includes shopping and cooking); Book 2 speaks of renting an apartment and going to the doctor; and Book 3 concerns getting a job and getting a driver's license. Each picture is cued to a key sentence, and a variety of exercises for beginning, intermediate, and advanced students are provided.

Corcoran, Eileen. Meeting Basic Competencies in Communication. Phoenix, NY: Frank E. Richards Publishing Co., 1979. $2.25.

A work-study book designed to give adults practice in functional literacy - i.e. applying writing, reading, speaking and listening skills to practical tasks of everyday life. Writing skills include copying manuscript into cursive, filling in forms, writing notes and short letters. There are also exercises of "fill-in-the-blank" type. This book is not for beginners, but may be useful as individual practice for high-intermediate or advanced refugee adults.

Corcoran, Eileen L. and Ambrose L. Corcoran. Know the Signs - Be a Better Driver, I. Phoenix, NY: Frank E. Richards Publishing Company, Inc., 1970. $2.25 per book. Two accompanying film strips, $13.95 each. Teacher's guide for film strips available free.

A workbook teaching the various road signs and their meanings. Some of the exercises are geared to the accompanying slide strips. The book is intended for English-speaking poor readers, but the questions and exercises are easily adapted to ESL situations on the intermediate/advanced level.

Ferreira, Linda. Notion by Notion. Rowley, MA: Newbury House, 1981. $5.95.

A new beginning ESL practice book which is organized into 40 units which treat such notions as remembering, suggestions, describing things, etc., as well as survival topics such as health, food, directions, shopping for clothes, etc. Each unit also focuses on the language structures and patterns needed to express the particular notion; many exercises and activities for speaking, reading, and writing. A useful review of survival English; however, not meant to be used as an introduction to survival ESL for the lowest level refugee student.

Follett Publishing Company. Follett Coping Skills Series. Chicago, IL: Follett Publishing Company, 1977-1982. $2.50 each (includes Teacher's Manual).

A series written for use in adult education classes, these books are easy to read (approximately 3.5 reading level) and are task-centered. Thus, they can be used in the ESL classroom to practice English as it is applied to coping with everyday situations. However, this series is for the intermediate student; beginning students would do better with the Hopwell Series listed: Budgeting, Child Care, Family Planning, Finding Housing, Getting Medical Assistance, Owning an Automobile, Using Community Resources, Banking, Becoming a U.S. Citizen, Finding Work, The Government and You, Job Interviews, Keeping a Job, The Law and You, Using Transportation, and Resources for Lifelong Learning.

Husak, Glen, Patricia Pahre and Jane Stewart. The Health Series. Sewickley, PA: Hopewell Books, Inc., 1981. $3.00 each.

A new series, similar to The Money Series (below) and The Work Series designed to familiarize the adult reader with routine medical exams, and how to obtain and use medicines. Written on a second-grade reading level, this book may be used for teaching survival skills and cultural orientation, or even as a reader for the newly or semi-literate. The two titles in the series are: Going to the Doctor and How to Buy and Use Medicine.

Husak, Glen, Patricia Pahre and Jane Stewart. The Money Series. Sewickley, PA: Hopewell Books, Inc., 1977. $22.00 per complete set; individual prices given below. Teacher's Guide, $2.00.

A series, parallel to The Work Series annotated in section IV, designed to teach basic consumer skills to adults with very low reading levels. The text in each book is carefully controlled for concept, with the result that the sentences are short, vocabulary is illustrated with line drawings or photographs, tenses are limited to simple present, past, future and modals. Like The Work Series books, these can be used as in beginning ESL classes, and are particularly suited to refugees in content and tone. Separate titles are listed: How to Buy Food, How to Buy Clothes, Buying Furniture for Your Home, Finding a Place to Live, Where to Get Medical Help, How to Budget Your Money, Banking, Insurance, and Buying a House.

Ideal. How Do I Fill Out a Form? Oak Lawn, IL: Ideal School Supply Company, no date. $8.95 (Catalog No. ID 2990).

A book of 32 duplicator masters of exact replicas of various forms, e.g. applications for social security

number, driver's license, public assistance, retail credit account, employment, etc.; forms relevant to personal checking accounts, money orders, bank deposits, and so on.

III. Literacy and Alphabet Practice

Buchanan, Cynthia Dee. Programmed Reading for Adults: A Sullivan Associates Program, Book I. New York: Webster-McGraw-Hill, 1966. Student's book I, $4.80; Teacher's Guide, $12.56.

The first book in a series which teaches basic literacy skills to English-speaking adults. This first book is a programmed approach, teaching students how to form numbers and capital and lower-case printed letters. Students proceed from frame to frame, following directions from the teachers; student's book has no text in it. This book has been used with great success with refugees in ESL/literacy situations; refugees can move fast through it, and gain a sense of accomplishment. With very little adaptation, the book can be used to teach letters in Vietnamese or Hmong; the teacher merely has to translate the directions in the teacher's manual, skip the frames that teach letters not in Vietnamese or Hmong, and add frames to teach letters or diacritics that don't occur in English.

Haverson, Wayne W. Modulearn ESL/Literacy Program. South Pasadena, CA: Bilingual Educational Services, Inc., 1980. Student Workbook $4.95; Teacher's Kit $36.85.

Basic literacy lessons in English for ESL students who are illiterate in their own languages. The literacy lessons are based on, and correlate with, lessons 1-10 in Modulearn's English as a Second Language: A New Approach for the Twenty-First Century. Each lesson contains pre-reading activities, work with sight-word vocabulary, a phonics unit, reading exercises based on the visuals, and writing practice. The lessons were developed for, and field-tested with, nonliterate Indochinese refugee students in ESL classes. Although there is a teacher's guide, many teachers have found it difficult to integrate all the parts of a lesson. As a result, the author has written a new simple 3-page set of instructions to go with the materials.

Longfield, Diane M. Passage to Literacy. Arlingon Heights, IL: Delta Systems, Inc., 1981. Student book, $3.95; Teacher's Guide, $12.95.

A new ESL/Literacy program written to accompany Delta's ESL: A New Approach for the 21st Century. Exercises are abundant, and quite similar to Modulearn's program. The only major difference is that all the exercises (sight words, phonics, etc.) are printed in one book, resulting in greater economy.

IV. Evaluation and Testing

Center for Applied Linguistics. Basic English Skills Test (BEST). Washington, DC: Center for Applied Linguistics, forthcoming 1982. Price undecided.

A new test designed to evaluate linguistic proficiency at a much lower level than the Michigan Test or TOEFL. This instrument tests the refugee's ability to cope with several survival tasks requiring knowlege of spoken as well as written English at a fairly elementary level. The core section of the test is an oral interview based on a series of photographs with a brief written task at the end. A supplemental section (to be administered if the examinee demonstrates a designated level of proficiency) containes a series of reading and writing tasks ranging from finding a date on a calendar to a reading comprehension section and free writing exercise.

Clausen, Bob et. al. The Ann and Ben Listening Test. Corvallis, OR: ESL Clearinghouse, Oregan Indochinese Refugee Program, 1980. Available for cost of copying and postage.

A new testing instrument designed especially for refugees with little or no education. There are three forms of the test, all using picture cues, and all testing aural comprehension ability. Students are not asked to produce any English. The test is quick and easy to administer, and can be administered to small groups rather than individuals. It has been used to place students in literacy and very beginning classes. This test is available from the ESL Clearinghouse, Dept. of Adult Education at Oregon State University (see list of publishers) for only the cost of copying and postage.

Harris, David P. and Leslie A. Palmer. Comprehensive English Language Test for Speakers of English as a Second Language (CELT). New York: McGraw-Hill, 1971.

Listening Test with Tapes, $22.00 (20 books, 100 answer sheets.
Structure Test Kit, $8.50.
Vocabulary Test Kit, $8.50.
Replacement Test Booklets, $8.50 per packet of 20.
Answer Sheets, $4.25 per pack of 100.
Specimen Sets for Structure and Vocabulary, $2.75 each.
Specimen Set for Listening Test, $3.50.

Test of proficiency, especially appropriate for refugees with lots of education, and intermediate or advance command of English. Listening test requires students to answer multiple-choice question on taped passages, and

takes about 45 minutes. Structure test has 75 multiple-choice questions, and takes about 45 minutes. Vocabulary test has 75 multiple-choice questions, and requires about 35 minutes for administration. Can be used for placement, and as a general measure of achievement.

Ilyin, Donna. Ilyin Oral Interview. Rowley, MA: Newbury House, 1972. Test book, $13.95. Score Sheets, $4.50, and one Answer Key.

Test of students' oral comprehension and production through a series of questions geared to pictures. Questions become progressively harder, and test progressively more complex structures. Given to students individually, the test takes up to a half hour per student. Requires practice on the part of the examiner(s)!

King, Harold V. and Russell N. Campbell. An English Reading Test. Encino, CA: English Language Services, 1956 (9th printing, 1978). Classroom Set of 20 Tests, $15.00; Answer Key, $.50.

Half-hour test designed to determine reading ability of ESL students, specifically their readiness to handle college work in English. Can also be used for placement.

Kunz, Linda. The John Test, A Test of Oral Proficiency for ESL Placement. New York: Language Innovations, Inc., 1976. $4.00 per packet.

A quick placement test (named after the character in the test) widely used in refugee ESL Programs, and especially appropriate for illiterate or little-educated refugees. Testing takes about five minutes per student. Packet includes twenty score sheets, a ditto master, pictures around which the questions center, and instructions.

APPENDIX A

ESL PLACEMENT

An important factor in being a successful adult education ESL teacher is student assessment and placement. It is critical that adult students be properly placed otherwise they will quickly lose interest and drop out. If the material you present in any level ESL class is too easy, students will become bored. If it is too hard, they will not return for the second class.

First impressions are important in establishing a positive relationship with your students. Adult students come to the ESL classroom with many fears. They feel they are too old to learn or in some cases their last experience with school was a negative one, e.g. they may have left school as teenage dropouts. Consequently, it is very important that the teacher establish a friendly, enthusiastic rapport free of any academic pretense. This friendly social approach is especially important for the more undereducated adults. Even though their fear level is very high, it can be broken down by a friendly smile and pleasant small talk.

Oral Assessment

The most common method of assessing adult student's oral proficiency in order to place them in appropriate classes is to engage them in a brief oral interview. For non-literate students this approach is particularly valuable. Appropriate questions for the oral assessment process are enumerated in the attached instrument.

At all times be relaxed and friendly with your adult students. Make them feel comfortable. Reassure them that this is for placement purposes only and it is <u>not</u> an examination. Repeat the question or statement if necessary. You may clarify a response or even prompt the student to help them feel more at ease. If they give a correct and clear answer in English, give them two points for each item. If they give an unclear, inappropriate answer give them one point. For no answer give them a zero. Add up their points for a total score.

Students with a total score of about 0-10 should probably be placed in a beginning ESL class. Those with scores of about 10-20 should be in an intermediate class and those who score above 20 should be in an advanced class. These scores are only estimates and the examiner must use his judgement in determining the class which could be appropriate for each individual, especially those whose scores fall near the breaking points.

Literacy Assessment

In addition to oral assessment and placement, it is very important to assess the literacy skills of your adult students. There are two aspects to this assessment, first determining if the student is literate in his native language and second to find out if the student has some writing skills in English.

To assess the literacy skills of the individual you are interviewing, ask them to write the answers to the questions that appear in the attached literacy assessment instrument. Encourage the students to write their responses in either English or their native language whichever they find easiest. At this point you may need to adapt the instrument to fit the language needs of your students, e.g. under question #1. What is your name?, for Spanish speaking adults you would write Como se llama? In addition, you may need to find volunteer interpreters to help you assess the native literacy levels of students from various foreign countries.

Again, make your students feel comfortable. Repeat the fact that the purpose is only to place the student in an appropriate class. Encourage them to answer as many as possible. NOTE: Be sure that the students write their own answers to the questions on the page. Sometimes the relatives or friends may want to help the student. Obviously, this totally defeats the object of the assessment process.

The literacy assessment instrument is not to be used as a diagnostic tool; rather its purpose is to distinguish the literate adult student from the totally non-illiterate student. ESL curricula for these two very distinct groups must be developed to meet their specific needs.

If you find out that you have a group of students somewhat literate in English, then you may need to evaluate their literacy level. There are a number of ways to do this. You may want to administer a cloze procedure or a dictation test. (For more details consult the guide referenced below.)

* ESL placement instruments are taken from Adult Education ESL Teacher's Guide, Graham, Ray C. and Walsh, Mark M. published by South Texas Adult Education Center, Texas A&I University, Kingsville, Texas.

ESL PLACEMENT

LITERACY ASSESSMENT

Encourage your student to write the answer to the questions in the space provided. Repeat that this is not a test, rather it is an assessment of their current level of proficiency. They may answer the questions in English or their native tongue.

1. What is your name? _____

2. What is your address? _____

3. Are you married? _____

4. How many children do you have? _____

5. Where were you born? _____
(Write in Country)

6. What day is today? _____

7. How long have you lived in this city? _____

8. Do you have a job? Where do you work? _____

9. What kind of work do you do? _____

10. What do you need to study? _____

11. Did you attend school in your native country? _____

How long? _____
(Write in years)

12. Have you studied English? _____

How long? _____
(Write in years)

13. Why do you want to study English? _____

14. Why do you do in your spare time? _____

15. Tell me something about your family _____

TEXAS A&I UNIVERSITY

ESL PLACEMENT

ORAL ASSESSMENT

Introduce yourself, engage your student in friendly conversation before you begin. Explain that the purpose of the assessment is placement and not an examination.

If the student responded correctly enter a "2" on the blank space for an incomplete answer "1" or no answer a "0".

BEGINNING LEVEL

1. What is your name? _____
2. What is your address? _____
3. Are you married? _____
4. How many children do you have? _____
5. Where were you born? _____ (Write in Country) _____

INTERMEDIATE LEVEL

6. What day is today? _____
7. How long have you lived in this city? _____
8. Do you have a job? Where do you work? _____
9. What kind of work do you do? _____
10. What do you need to study? _____
    (Check the appropriate items)
    Speaking English _____
    Reading English _____
    Writing English _____

ADVANCED LEVEL

11. Did you attend school in your native country? _____
    How long? _____ (Write in years)
12. Have you studied English? _____
    How long? _____ (Write in years)
13. Why do you want to study English? _____
14. What do you do in your spare time? _____
15. Tell me something about your family _____

Total Score 146 _____

APPENDIX B

BEST COPY AVAILABLE

SEARS, ROEBUCK AND CO. INDIVIDUAL CREDIT ACCOUNT APPLICATION

APPLICATION TO BE COMPLETED IN NAME OF PERSON IN WHICH THIS ACCOUNT IS TO BE CARRIED.

COURTESY TITLES ARE OPTIONAL — PLEASE PRINT

☐ MR. ☐ MRS. ☐ MISS ☐ MS. John (First Name) C. (Initial) Rivers (Last Name)

1776 W. Hope Rd (Street Address) Apt. # Amarillo (City) Texas (State) 12345 (Zip Code)

Phone No: Home 521-0488 Phone No: Business Soc. Sec. No. 529-24-1711 Age 32 Number of Dependents (Including Applicant) 2

Are you a United States citizen? ☒ Yes ☐ No If NO, explain immigration status:

How Long at Present Address 1½ YR Own ☐ Rent-Furnished ☒ Rent-Unfurnished ☐ Board ☐ Monthly Rent or Mortgage Payments $ 225

Amarillo Savings & Loan (Name of Landlord or Mortgage Holder) 123 W. St. (Street Address) Amarillo Tx (City and State)

Former Address (If less than 2 years at present address) 421 N. Seaside Dr. Seattle How long 5 YR

Itza Steel Co (Employer) 1423 N. Helium (Street Address) Amarillo Tx. (City and State)

How long 10 YR Occupation Welder Net Income $ 400 Monthly ☐ Weekly ☒

Former Employer (If less than 1 year with present employer) How long

ALIMONY, CHILD SUPPORT, OR SEPARATE MAINTENANCE INCOME NEED NOT BE REVEALED IF YOU DO NOT WISH TO HAVE IT CONSIDERED AS A BASIS FOR PAYING THIS OBLIGATION.

Alimony, child support, separate maintenance received under: ☐ Court order ☐ Written agreement ☐ Oral understanding Amount $ Monthly ☐ Weekly ☐

Other Income, if any: Amount $ Monthly ☐ Weekly ☐ Source

Valley Bank 2970 W Jasmine Dr. (Name and Address of Bank) Savings ☒ Checking ☐ Acct No. 2102-4702

Amarillo, Tx (Name and Address of Bank) Savings ☐ Checking ☒ Acct No. 2102-4702-B

Previous Sears Account ☒ Yes ☐ No (At What Store Store) (Account No.) Is Account Paid in Full ☐ Yes ☐ No Date Final Payment Made

Relative or Personal Reference Other than Spouse Arthur Rivers (Name) 420 N. Main (Street Address) Glendale, Tx (City and State) Cousin (Relationship)

CREDIT REFERENCES (Attach additional sheet if necessary.) List all references (Open or closed within past two years)

Charge Accounts Loan References Bank/Store/Company Address	Date Opened	Name Account Carried In	Account Number	Balance	Monthly Payments
Metler's Olds and Buick		John Rivers	775602	$1,230	$120

Authorized buyer (First Name) (Initial) (Last Name) (Relationship to applicant)

Authorized buyer (First Name) (Initial) (Last Name) (Relationship to applicant)

SEARS IS AUTHORIZED TO INVESTIGATE MY CREDIT RECORD AND TO VERIFY MY CREDIT, EMPLOYMENT AND INCOME REFERENCES. X (Signature of person on whose income or assets applicant is relying.) Date

THE INFORMATION BELOW IS REQUIRED IF: (1) YOUR SPOUSE IS AN AUTHORIZED BUYER OR (2) YOU RESIDE IN A COMMUNITY PROPERTY STATE (ARIZONA, CALIFORNIA, IDAHO, LOUISIANA, NEVADA, NEW MEXICO, TEXAS, WASHINGTON) OR (3) YOU ARE RELYING ON THE INCOME OR ASSETS OF ANOTHER PERSON, INCLUDING A SPOUSE OR FORMER SPOUSE, AS A BASIS FOR PAYMENT.

Name of spouse ☒ Mary Johnson Rivers (Address) 1776 W. Hope Rd. Amarillo (Age) 30
Name of former spouse ☐
Name of other person ☐

Employer N/A Street Address City and State

How long Occupation Soc. Sec. No. Net Income $ Monthly ☐ Weekly ☐

(Name and Address of Bank) Savings ☐ Checking ☐ Acct No.

(Name and Address of Bank) Savings ☐ Checking ☐ Acct No.

THE PERSON ON WHOSE INCOME OR ASSETS YOU ARE RELYING AS A BASIS FOR PAYMENT MUST SIGN BELOW, HOWEVER, YOUR SPOUSE NEED NOT SIGN IF YOU RESIDE IN A COMMUNITY PROPERTY STATE OR IF YOUR SPOUSE IS AN AUTHORIZED BUYER.

SEARS IS AUTHORIZED TO INVESTIGATE MY CREDIT RECORD AND TO VERIFY MY CREDIT, EMPLOYMENT AND INCOME REFERENCES. X John Rivers (Signature of person on whose income or assets applicant is relying.) 7-17-83 Date

(FOR OFFICE USE ONLY) SAS Method Rev. 1/80 PLEASE PRINT

Name	Address	City State	4th. Line Address

BEST COPY AVAILABLE

SEARS, ROEBUCK AND CO. INDIVIDUAL CREDIT ACCOUNT APPLICATION

APPLICATION TO BE COMPLETED IN NAME OF PERSON IN WHICH THE ACCOUNT IS TO BE CARRIED.

COURTESY TITLES ARE OPTIONAL — PLEASE PRINT

☐ MR. ☐ MRS. ☐ MISS ☐ MS. _____ (First Name) (Initial) (Last Name)

_____ (Street Address) (Apt. #) (City) (State) (Zip Code)

Phone No: Home _____ Phone No: Business _____ Soc. Sec. No. _____ Age ____ Number of Dependents (Excluding Applicant) ____

Are you a United States citizen? ☐ Yes ☐ No If NO, explain immigration status: _____

How Long at Present Address _____ Own ☐ Rent-Furnished ☐ Rent-Unfurnished ☐ Board ☐ Monthly Rent or Mortgage Payments $ _____

_____ Name of Landlord or Mortgage Holder (Street Address) (City and State)

Former Address (If less than 2 years at present address) _____ How long _____

_____ Employer (Street Address) (City and State)

How long _____ Occupation _____ Net Income $ _____ Monthly ☐ Weekly ☐

Former Employer (If less than 1 year with present employer) _____ How long _____

ALIMONY, CHILD SUPPORT, OR SEPARATE MAINTENANCE INCOME NEED NOT BE REVEALED IF YOU DO NOT WISH TO HAVE IT CONSIDERED AS A BASIS FOR PAYING THIS OBLIGATION.

Alimony, child support, separate maintenance received under: ☐ Court order ☐ Written agreement ☐ Oral understanding Amount $ _____ Monthly ☐ Weekly ☐

Other Income, If any: Amount $ _____ Monthly ☐ Weekly ☐ Source _____

_____ (Name and Address of Bank) Savings ☐ Checking ☐ _____ Acct'l No.

_____ (Name and Address of Bank) Savings ☐ Checking ☐ _____ Acct'l No.

Previous Sears Account ☐ Yes ☐ No _____ (At What Sears Store) _____ (Account No.) Is Account Paid in Full ☐ Yes ☐ No Date Final Payment Made _____

Relative or Personal Reference Other than Spouse _____ (Name) (Street Address) (City and State) (Relationship)

CREDIT REFERENCES (Attach additional sheet if necessary.) List all references (Open or closed within past two years)

Charge Accounts Loan References Bank/Store/Company Address	Date Opened	Name Account Carried In	Account Number	Balance	Monthly Payments

Authorized buyer _____ (First Name) (Initial) (Last Name) (Relationship to applicant)

Authorized buyer _____ (First Name) (Initial) (Last Name) (Relationship to applicant)

SEARS IS AUTHORIZED TO INVESTIGATE MY CREDIT RECORD AND TO VERIFY MY CREDIT, EMPLOYMENT AND INCOME REFERENCES. X _____ (Signature of person on whose income or assets applicant is relying.) Date

THE INFORMATION BELOW IS REQUIRED IF: (1) YOUR SPOUSE IS AN AUTHORIZED BUYER OR (2) YOU RESIDE IN A COMMUNITY PROPERTY STATE (ARIZONA, CALIFORNIA, IDAHO, LOUISIANA, NEVADA, NEW MEXICO, TEXAS, WASHINGTON) OR (3) YOU ARE RELYING ON THE INCOME OR ASSETS OF ANOTHER PERSON, INCLUDING A SPOUSE OR FORMER SPOUSE, AS A BASIS FOR PAYMENT.

Name of spouse ☐ Name of former spouse ☐ Name of other person ☐ _____ (Address) Age

Employer _____ Street Address _____ City and State _____

How long _____ Occupation _____ Soc. Sec. No. _____ Net Income $ _____ Monthly ☐ Weekly ☐

_____ (Name and Address of Bank) Savings ☐ Checking ☐ _____ Acct'l No.

_____ (Name and Address of Bank) Savings ☐ Checking ☐ _____ Acct'l No.

THE PERSON ON WHOSE INCOME OR ASSETS YOU ARE RELYING AS A BASIS FOR PAYMENT MUST SIGN BELOW, HOWEVER, YOUR SPOUSE NEED NOT SIGN IF YOU RESIDE IN A COMMUNITY PROPERTY STATE OR IF YOUR SPOUSE IS AN AUTHORIZED BUYER.

SEARS IS AUTHORIZED TO INVESTIGATE MY CREDIT RECORD AND TO VERIFY MY CREDIT, EMPLOYMENT AND INCOME REFERENCES. X _____ (Signature of person on whose income or assets applicant is relying.) Date

(FOR OFFICE USE ONLY) SAS Initiated Rec. 1/80 PLEASE PRINT

Name	Address	City State Zip	4th Line Address
		X	
		X	
X		X	X
X		X	
X	X	X	

Interviewer _____ Date _____

Investigator _____ Date _____

Date Opened

Approved Line of Credit

Date

Authorized

SC ☐ SC/MCP ☐

ACCOUNT NUMBER

Store Name

☐ Employ

X Reference

☐ EP/MCP ☐ SRC/SC ☐ Other

ISSUED:

NO.

DATE

SRC/SC Cards

ID Code

TEXAS A&I UNIVERSITY

KINGSVILLE, TX 78363; (512) 595-3907

APPLICATION FOR ADMISSION

ADMISSIONS POLICY

Texas A & I University, in its attempt to meet its obligations to the student body, to the faculty, and to the community, seeks as students those who can benefit from its academic programs. Texas A & I is committed to the principle of equal opportunity for all regardless of age, sex, race, creed, national or ethnic origin, or handicap. Admission is selective, and a candidate is expected to present a satisfactory record in college preparatory subjects. In determining an applicant's eligibility, careful consideration is given to the applicant's academic preparation, national test scores, and extracurricular activities. A personal interview is not required, but is encouraged if convenient.

PERSONAL INFORMATION — Please Print or Type — Social Security Account Number ☐☐☐ ☐☐ ☐☐☐☐

Name _____ (_____)
Last — First — Middle Initial — Maiden

Permanent Address _____
Number & Street — City — State — Zip Code

Mailing Address _____ / / _____ F M
Date of Birth — Sex

Place of Birth _____ Of What Country Are You A Citizen? _____
City & State — Country — Country

If Not A U.S. Citizen, What Is Your Visa Status? ☐ Immigrant ☐ Student ☐ Tourist ☐ Other

Military Service: ☐ Yes ☐ No Date of Entry _____ Date of Discharge _____
Month-Year — Month-Year

*Marital Status: ☐ Single ☐ Married ☐ Widowed ☐ Separated ☐ Divorced

Ethnic Origin: ☐ WHITE (Non-Hispanic) ☐ HISPANIC ☐ AMERICAN INDIAN or ALASKAN
☐ BLACK (Non-Hispanic) ☐ ASIAN or PACIFIC ISLANDER ☐ OTHER _____

* Demographic information only for State & Federal reports.

HIGH SCHOOL INFORMATION

NAME OF HIGH SCHOOL

SCHOOL'S STREET ADDRESS

CITY STATE ZIP CODE

PREVIOUS COLLEGE ATTENDANCE (If Applicable)

NAME OF INSTITUTION	LOCATION OF INSTITUTION	COLLEGE CREDITS EARNED	DATES ATTENDED From (Mo - Yr)	DATES ATTENDED To (Mo - Yr)	Type of Degree	Grad. Date (Mo - Yr)

General Education Diploma (GED) ☐ Yes ☐ No Yr.____

Graduation Date Mo. Yr.

Eligible to return to last college attended ☐ Yes ☐ No

Are you on probation? ☐ Yes ☐ No

Requested copies sent to Texas A & I University ☐ Yes ☐ No

ADMISSION INFORMATION:

THIS APPLICATION IS FOR: (CHECK ONE)
☐ FALL
☐ SPRING
☐ SUMMER I
☐ SUMMER II

19☐ YEAR

I will be: ☐ Full Time ☐ Part Time

RESIDENCY:

Have you been a resident of Texas for the past 12 months?

Yes _____
No _____

OFFICIAL USE ONLY:

Individual Approval _____
Transcript _____
Scores _____
Cleared _____

You are required to submit official test scores prior to admission:
ACT was taken (or is scheduled) on _____ (date)
Scores: EN___ M___ SS___ NS___ Comp.___
SAT was taken, (or is scheduled), on _____ (date)
Scores: V___ M___

Please Complete and Sign Reverse Side

CLOZE PROCEDURE SAMPLES

Instructions -- Choose a passage of about 100-150 words from the text you commonly use for Beginners in your classroom. Choose another passage of the same length from the text you commonly use for an Intermediate. Leave the first sentence of the passage intact, but eliminate every seventh word in the rest of the passage. Replace the omitted word with a standard length blank. Put numbers in each blank. A short example of a Beginner cloze test is as follows:

Mrs. lee lives in the city. She does not live in the __1.__. Every day she goes to the __2.__. She buys milk and fresh bread __3.__ the children. She does not go __4.__ bus. She drives a car. Her __5.__ is a teacher. The school is __6.__ their house. He can walk to __7.__. The Lees have three children. Their __8.__ is seven. He likes school. He __9.__ with his father every morning. Their __10.__ is very small. She stays home __11.__ her mother.

A short example example of an Intermedaite cloze test is as follows:

Intermediate

I have a friend who doesn't like advice. He's such an independent person __1.__ he is difficult to help. A __2.__ months ago, he felt sick for __3.__ days. I knew it because when __4.__ stopped by to see him, he __5.__ in bed. It was two o'clock __6.__ the afternoon, and my friend never __7.__ down during the day. So I __8.__ something was really wrong. I tried __9.__ get him to check his temperature __10.__ he refused. He agreed, however, to __11.__ aspirin and drink several glasses of __12.__, but he wouldn't listen to my __13.__ about calling a doctor.

APPENDIX C

VISUAL AIDS FOR LESSONS

Beginning Lessons

Lesson 1 - None necessary

Lesson 2 - None necessary

Lesson 3 -
a) auto mechanic
b) electrician
c) engineer
d) plumber
e) carpenter
f) cook
g) secretary
h) clerk
i) teacher
j) boy
k) girl
l) children
m) wedding

Lesson 4 -
a) bookshelf
b) filing cabinet
c) desk with drawers

Lesson 5 -
a) clock face with hands that can be mounted and turned
b) hamburger
c) sea food
d) chinese food
e) sandwich
f) milk shake
g) face with sleepy look
h) face with bored look
i) face with tired look

Lesson 6 -
a) secretary taking shorthand
b) mechanic fixing a car
c) mechanic fixing a truck
d) person cleaning a yard
e) person mowing a lawn
f) person selling clothes
g) person operating a word processor
h) person cooking
i) clerk in department store
j) waiter
k) person fixing a TV

Lesson 7 -
a) a breakfast menu
b) lunch or dinner menu
c) cup of coffee
d) taco
e) coke
f) glass of milk
g) piece of pie
h) bowl of soup
i) glass of orange juice
j) glass of grape juice
k) scrambled eggs
l) fried eggs
m) boiled eggs
n) omelette
o) toast
p) bacon
q) sausage
r) cereal
s) chicken
t) steak
u) spaghetti

Lesson 8 - None necessary

Lesson 9 -

a) dress shoes with laces
b) tennis shoes
c) dress
d) pants
e) towel
f) sheet
g) coat
h) shirt
i) jacket
j) socks
k) shoes without laces
l) shoes with buckles
m) shoes with elevated heels

Lesson 10 - Calendar with May 27 as Wednesday.

Lesson 11 - Picture of person with the following parts labeled:

arm	head	fingers
throat	stomach	toes
ankel	ear	elbow
knee	back	chest
leg	mouth	neck

Intermediate Lessons

Lesson 1 -

a) grocery store
b) school
c) bakery
d) shoe store
e) movie theater
f) bank
g) hotel
h) pharmacy
i) cafe (restaurant)
j) post office
k) railroad station
l) bus station

Lesson 2 -

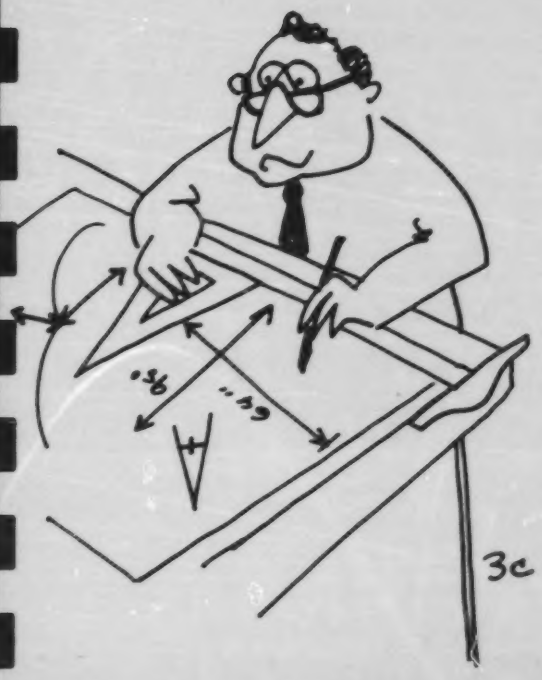
a) carton or bottle of milk
b) butter
c) lettuce
d) corn
e) ground meat
f) fish
g) onions
h) apples
i) pineapple
j) watermelon
k) strawberries
l) donuts
m) eggs
n) bananas
o) carrots
p) potatoes
q) cereal
r) flour
s) sugar
t) bread
u) ice cream
v) ham

w) meat department of a grocery store
x) dairy section of a grocery store
y) produce section of a grocery store
z) bakery section of a grocery store

Lesson 3 - Picture of daily events in the life of a person, e.g. getting up, having a bath, eating breakfast, etc.

3a

3b



3c

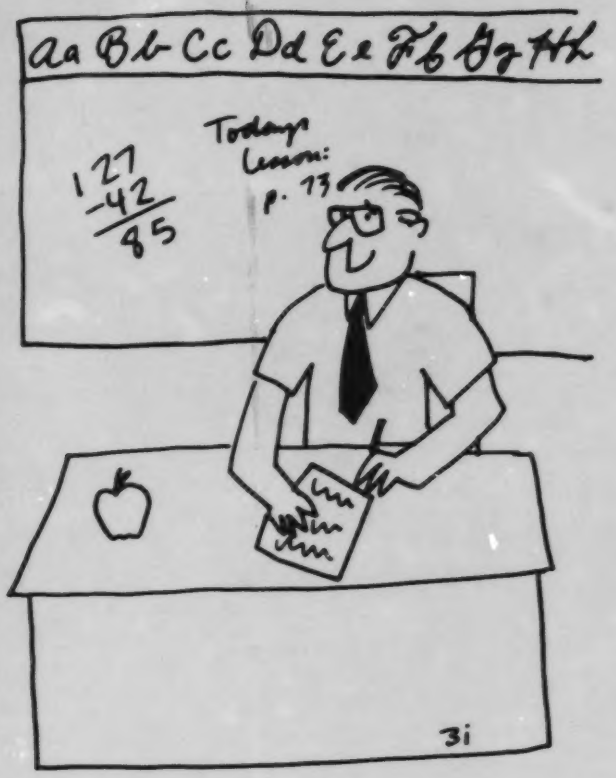
3d

3e

3f

3g

34.



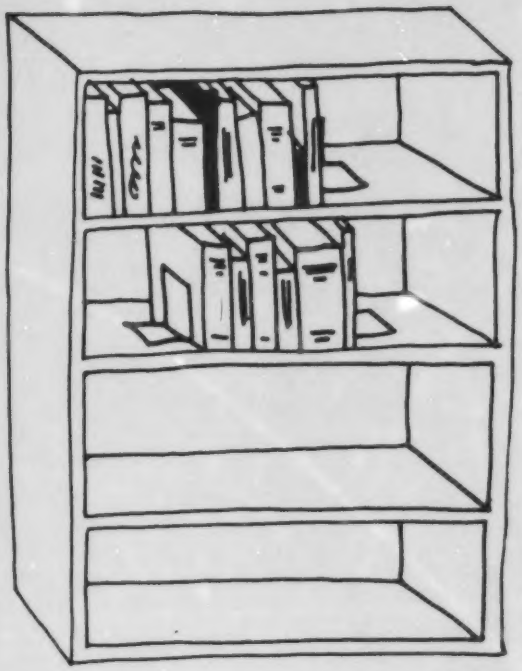
3i

3j

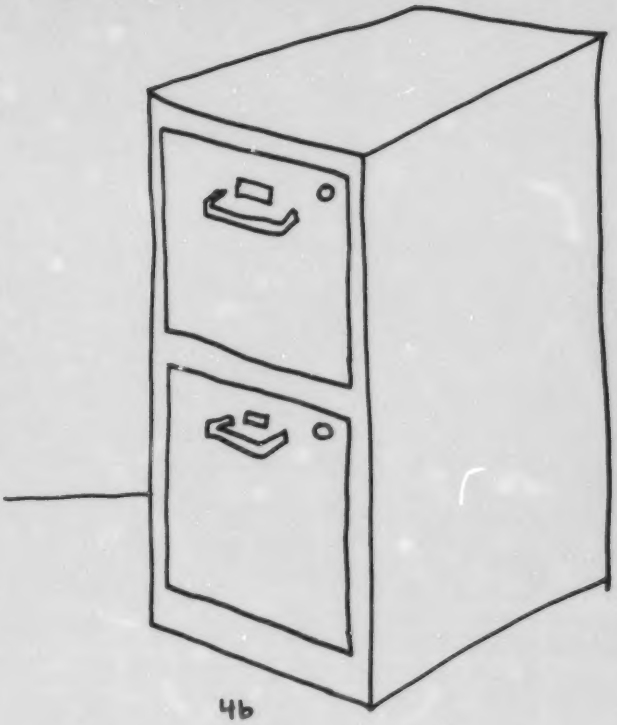
3k

3L

JUDGE
3m
3m

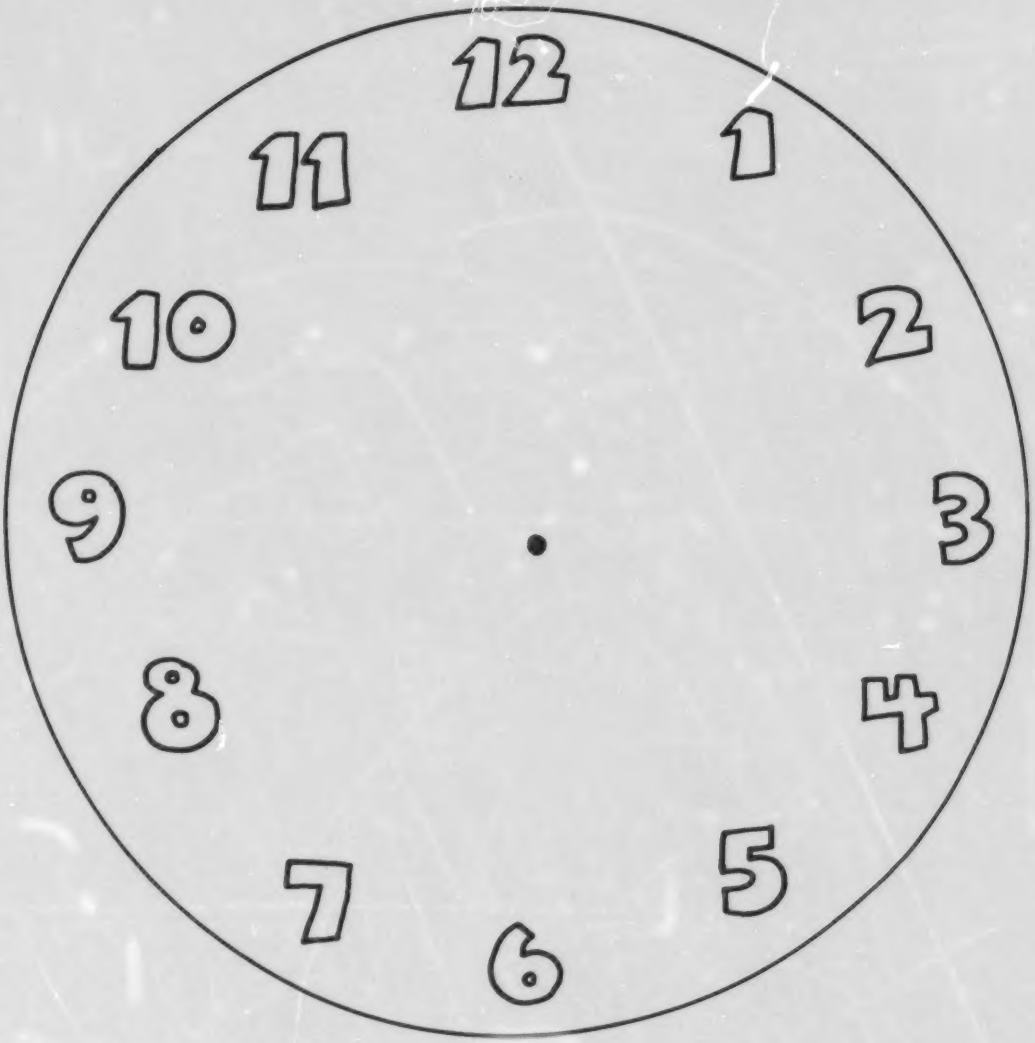


4a



4b

4c


12
1
2
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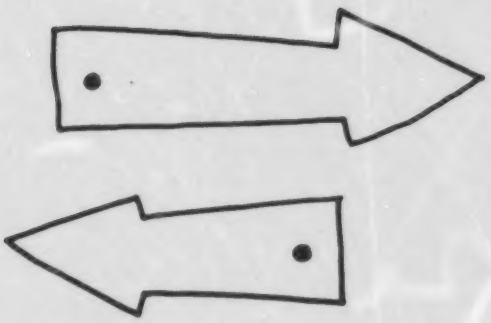
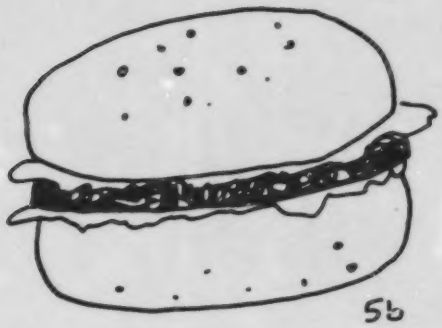
11

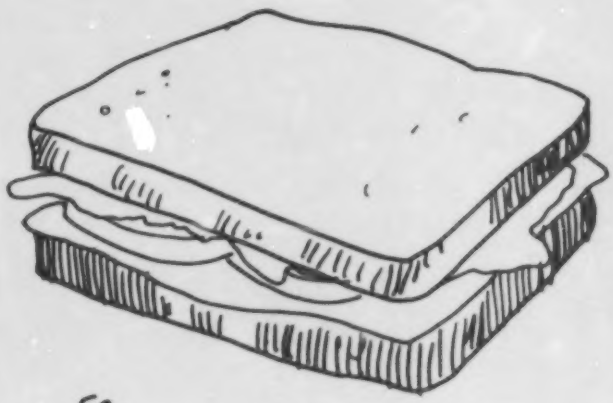




5b

5c

5d



5e

5f

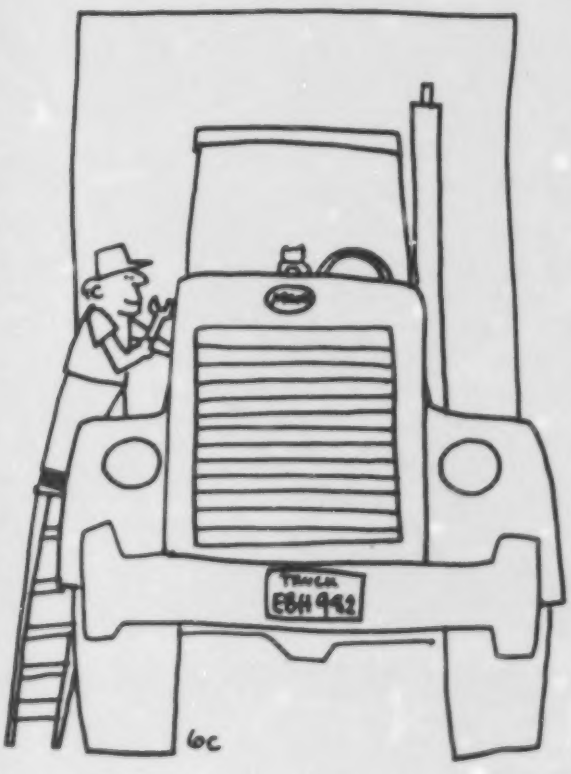
5g

5h

5i

6a

6b



6c

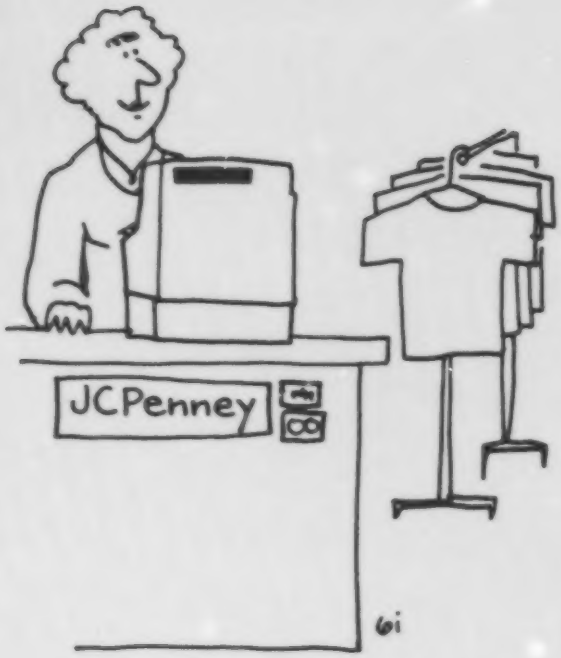
6d

SUPERMOW
6e

SALE
6f

6g

6h



(i)

(j)

(k)

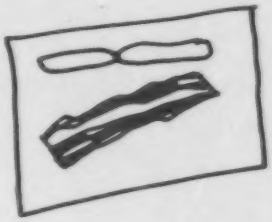
Menu

— BREAKFAST —

Beverages:
- Orange Juice
- Grape Juice
- Milk
- Coffee

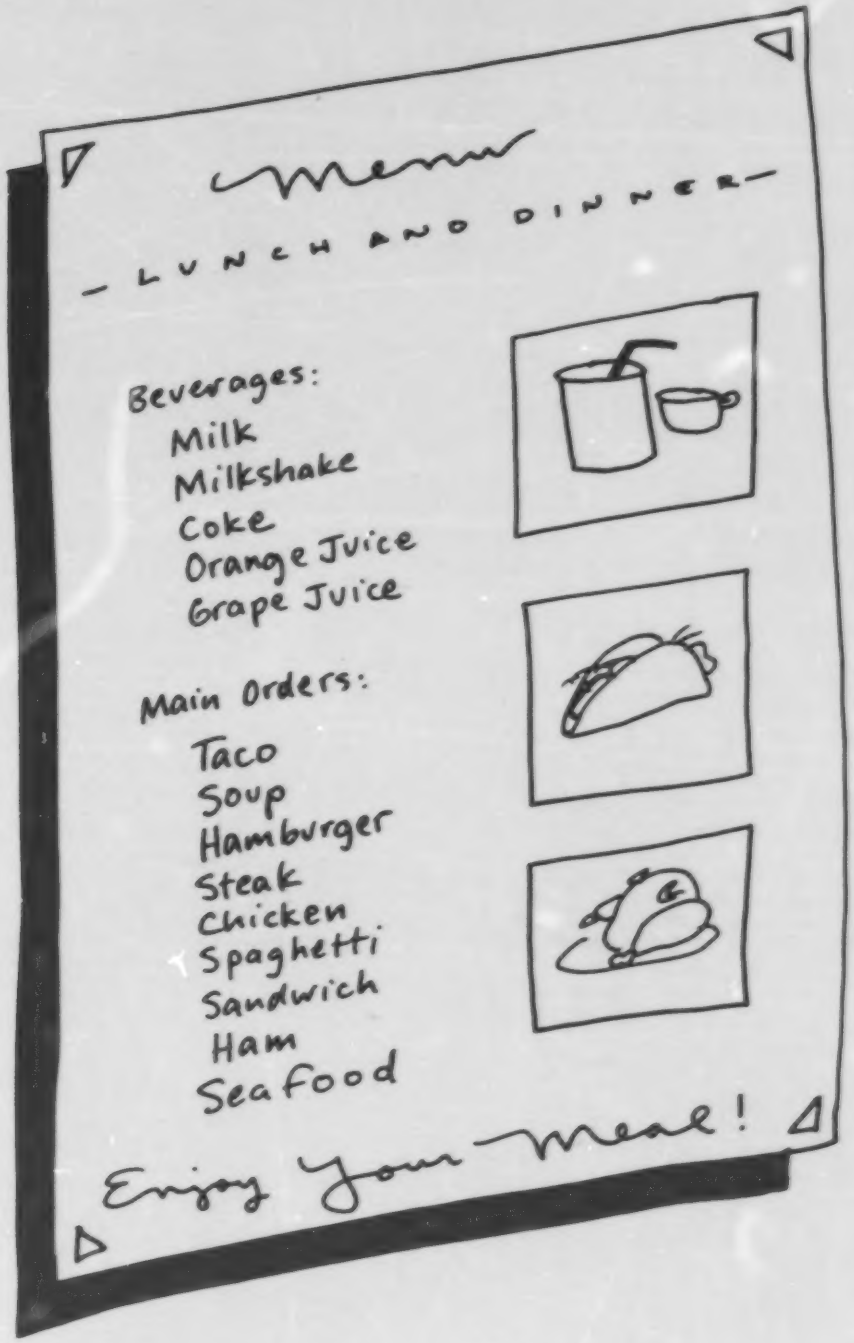
Main Courses:
- Scrambled Eggs
- Fried Eggs
- Boiled Eggs
- Omelette
- Cereal

Side Orders:
- Toast
- Bacon
- Sausage



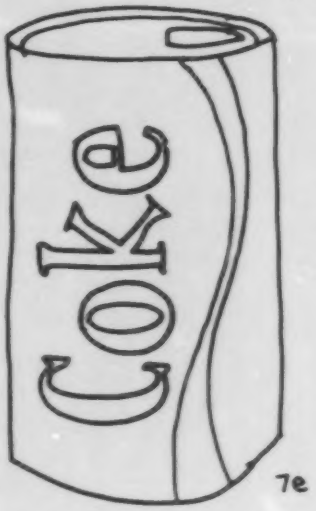
Thank you!

7a

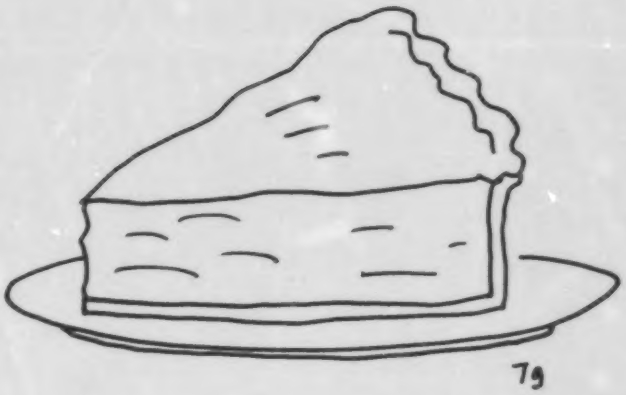

Menu
- LUNCH AND DINNER -
Beverages:
Milk
Milkshake
Coke
Orange Juice
Grape Juice
Main Orders:
Taco
Soup
Hamburger
Steak
Chicken
Spaghetti
Sandwich
Ham
Seafood
Enjoy your meal!

7c

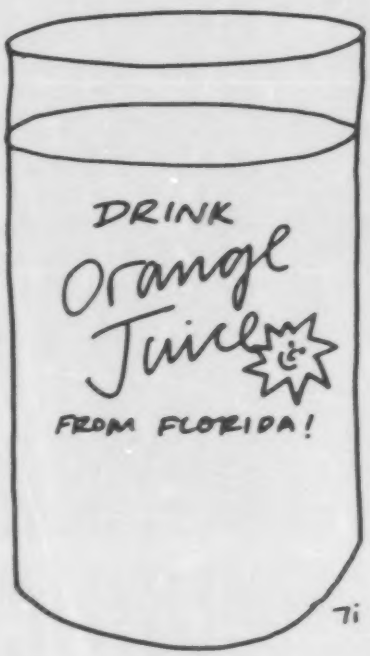
7d


Coke
7e

7f

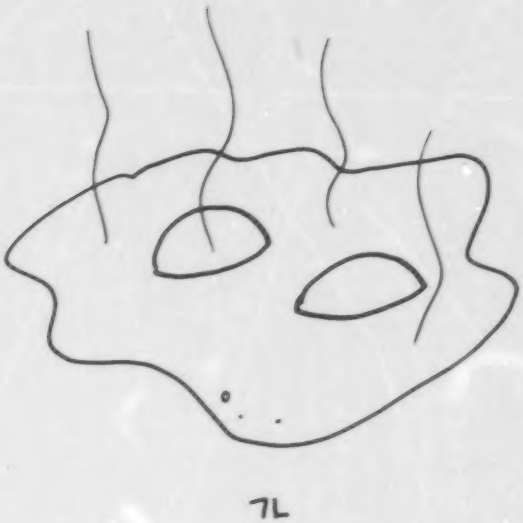

7g

7h

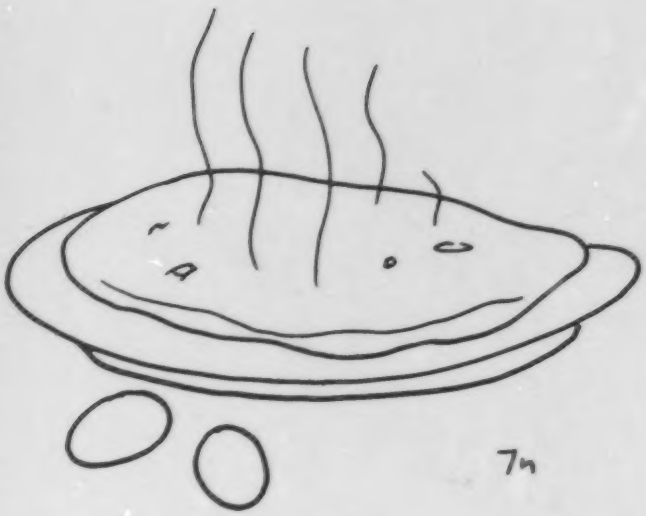

DRINK
Orange
Juice
FROM FLORIDA!
7i

DRINK
Grape Juice!
7j

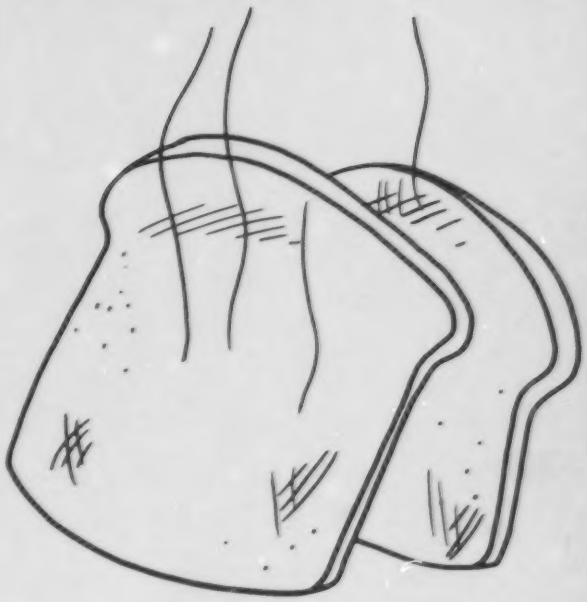
7k


7L

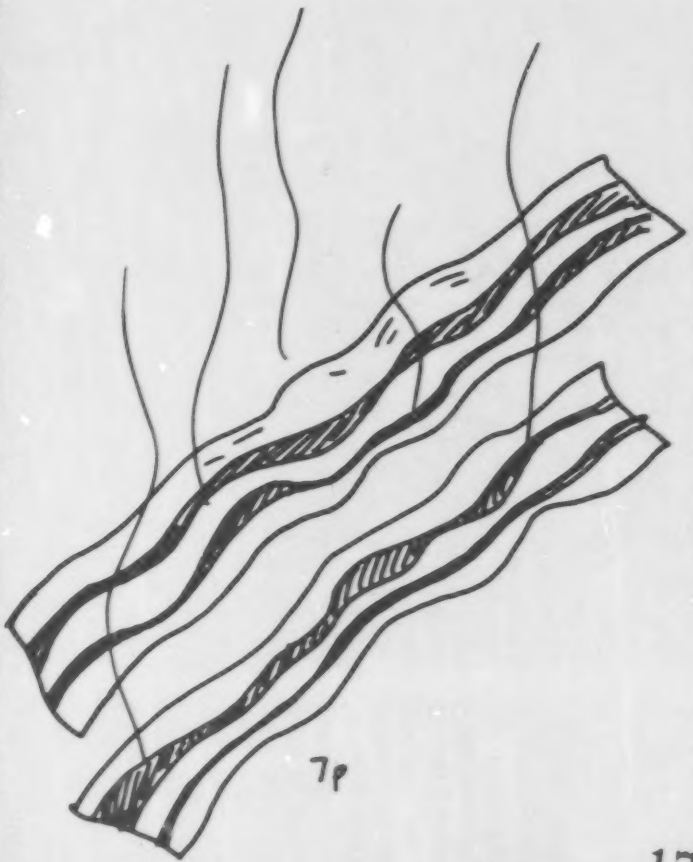
7m



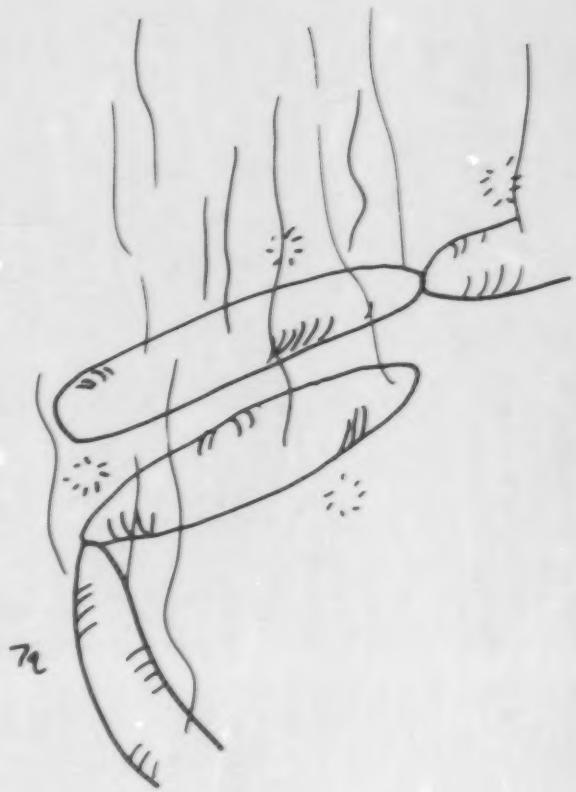
7n



7o



7p



7q

7r

7s

7t

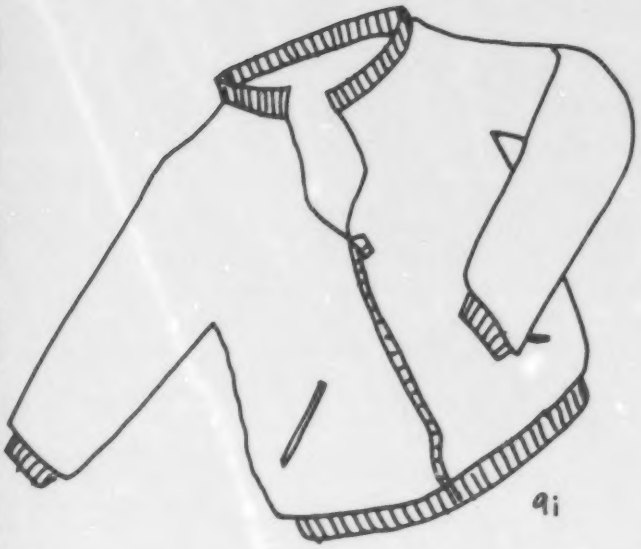
7u

9a

9b

9c

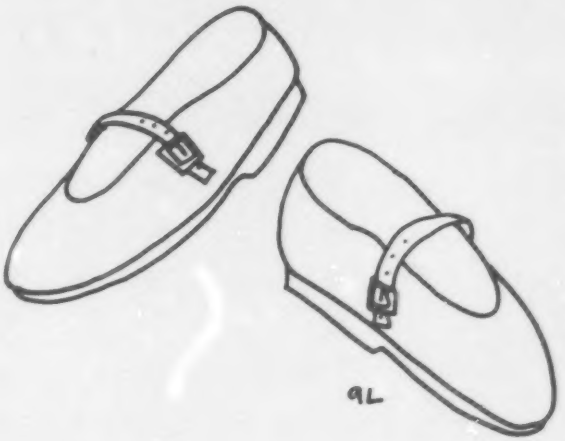
9d



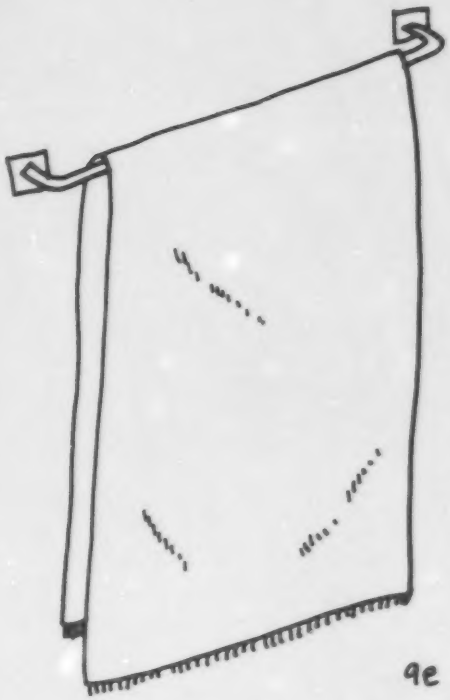
9i

9j

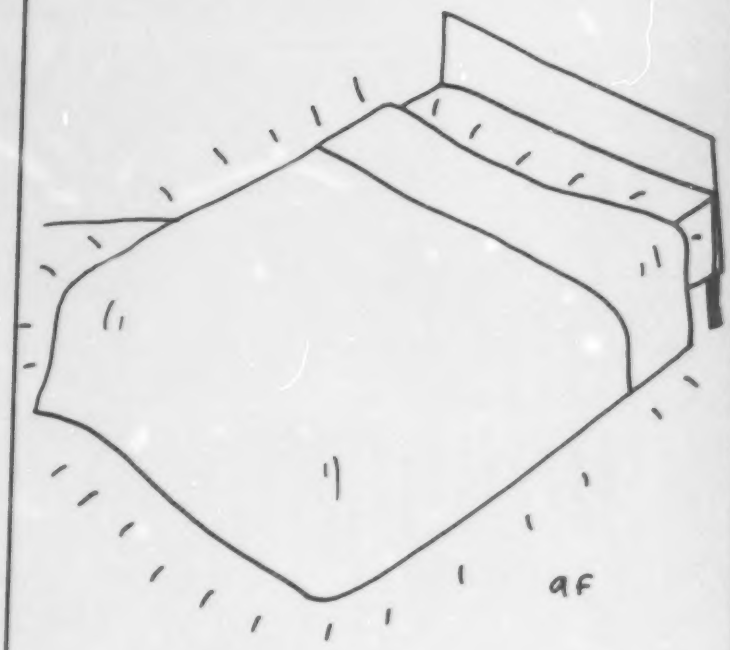
9K



9L



9e



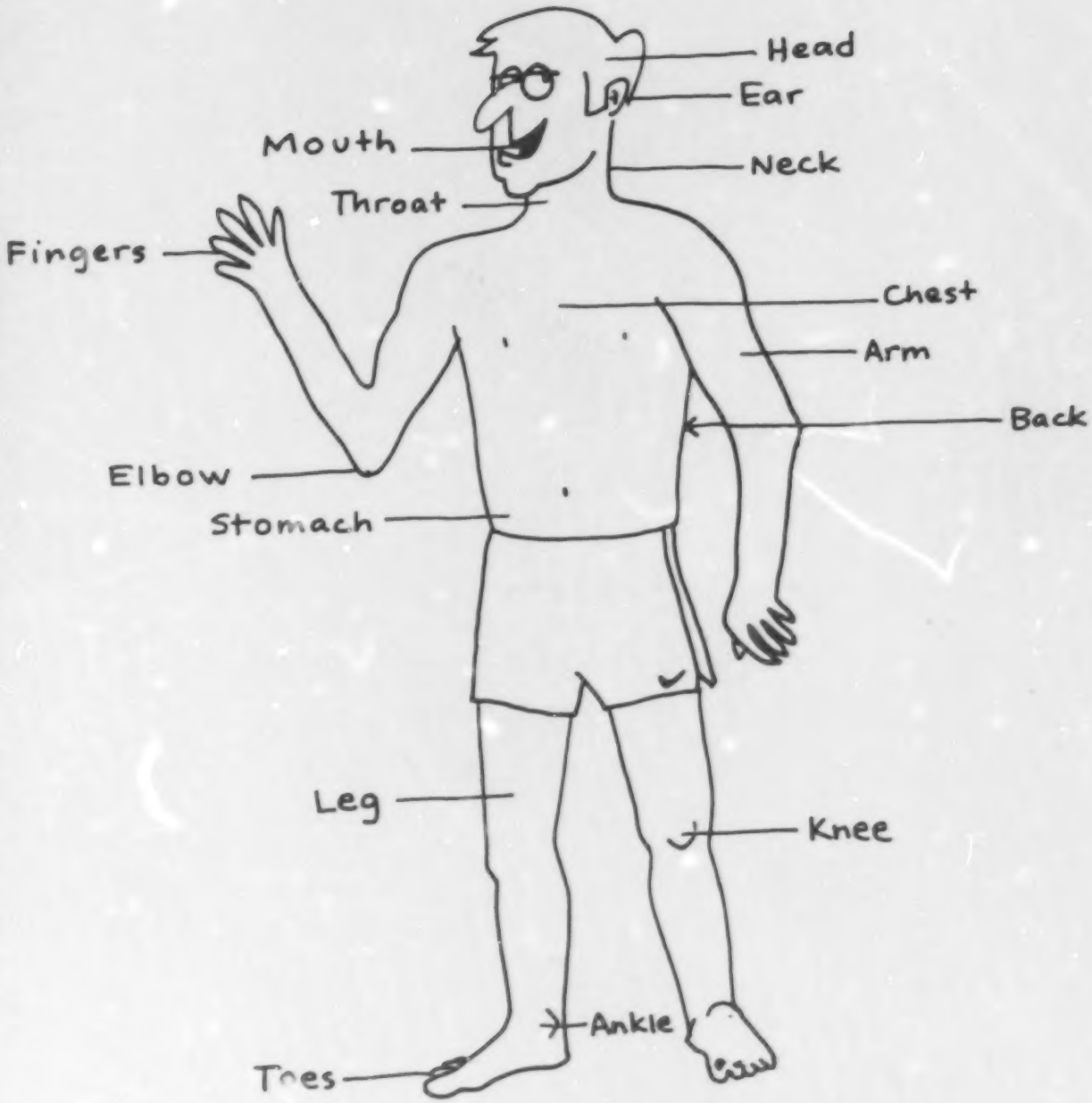
9f

9g

9h

9m

MAY
SUN MON TUE WED THU FRI SAT
1 2
3 4 5 6 7 8 9
10 11 12 13 14 15 16
17 18 19 20 21 22 23
24/31 25 26 27 28 29 30


Head
Ear
Mouth
Neck
Throat
Fingers
Chest
Arm
Back
Elbow
Stomach
Leg
Knee
Ankle
Toes

Supersaver
MARKET
EVERYDAY
LOW
Prices!
ice cream
79¢
Meat
1.25
Pop
35¢
Push

1a

SCHOOL

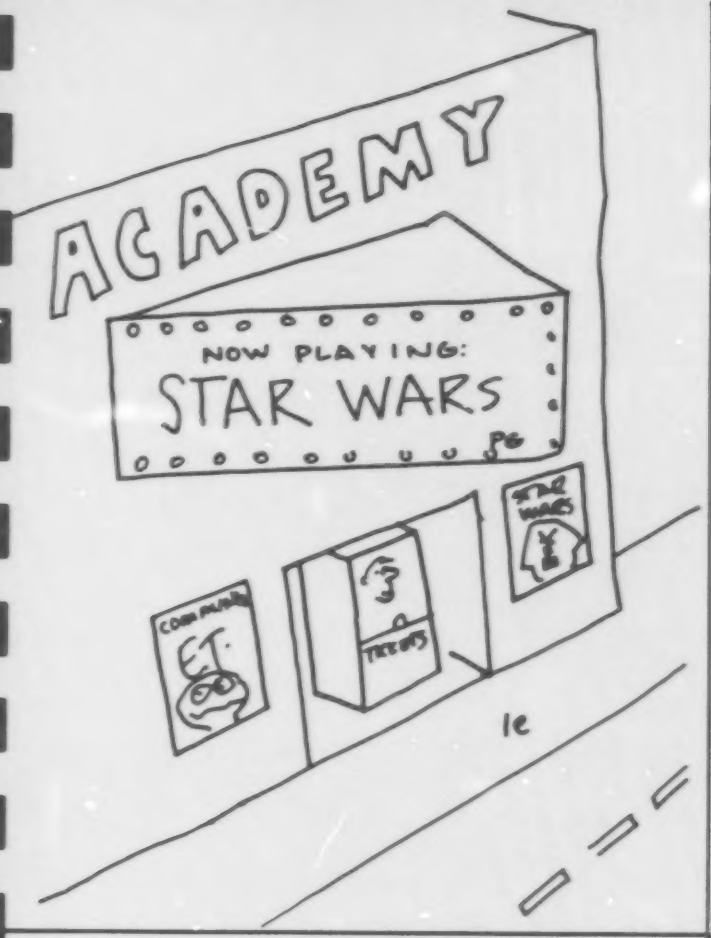
1b

BAKERY
Open

1c

GEORGE'S
SHOE STORE
GEORGE'S SHOE
Georges
SHOE
STORE

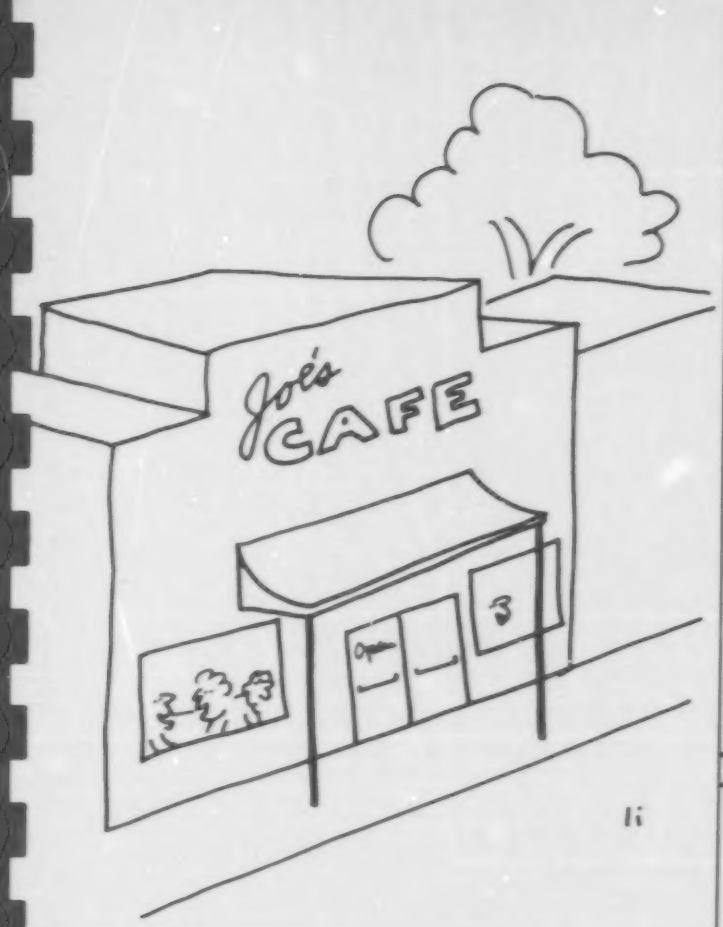
1d


ACADEMY
NOW PLAYING:
STAR WARS
PG
1e

1ST BANK
Hours
1F

Hotel
VACANCY
1g

Rx
Paul's
Pharmacy
1h


Joe's CAFE
3
Open

1i

POST * OFFIC
U.S.
POST OFFICE
Hours:
U.S.
MAIL

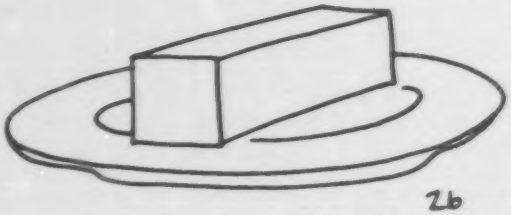
1j

UNION
TRAIN STATION

GREYHOUND
BUS
Leave the Driving to US!
L.A. TO CHICAGO $95
BUS STATION
BUS STATION

1L

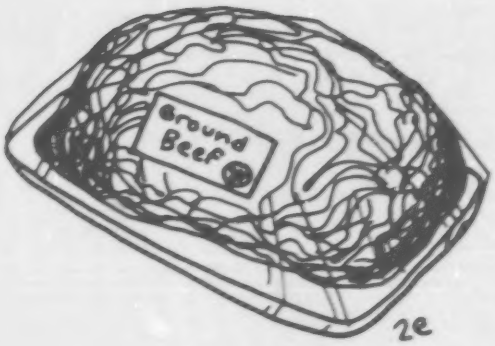
2a



2b

2c

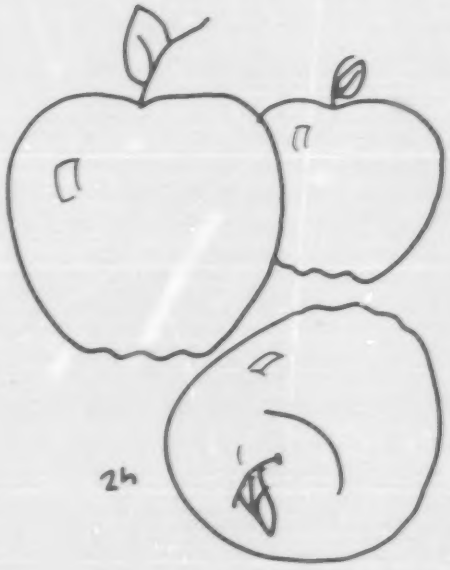
2d



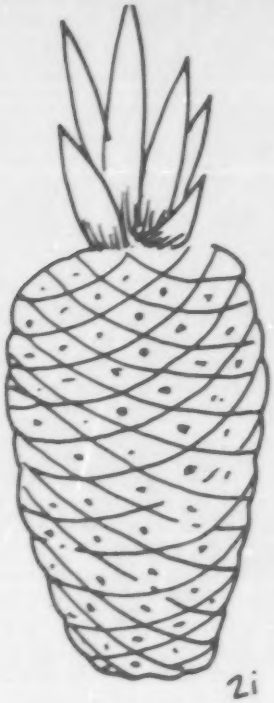
2e

2f

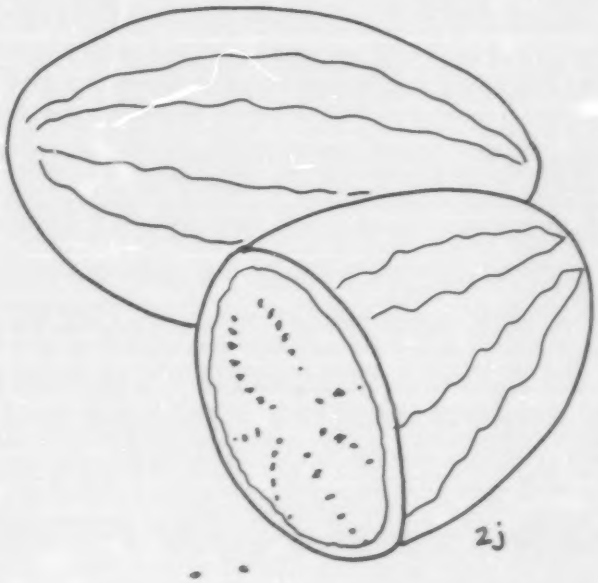
2g



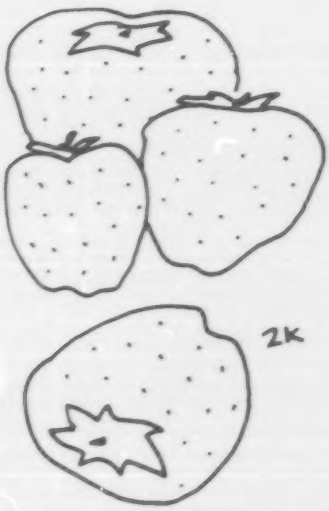
2h



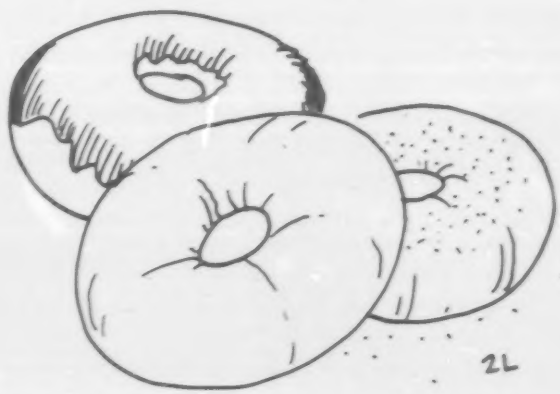
2i



2j



2K

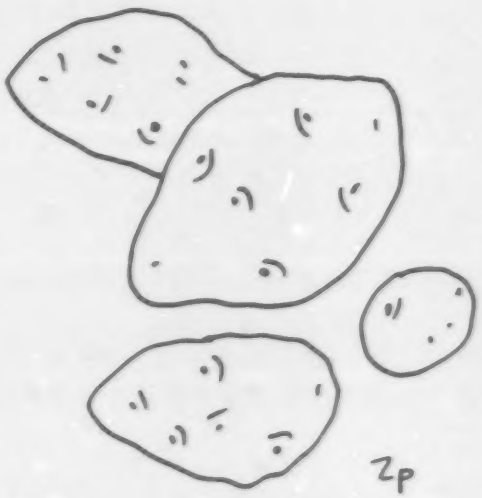


2L

2m

2n

2o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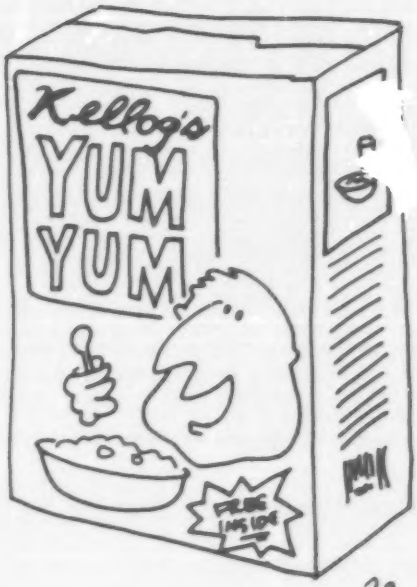
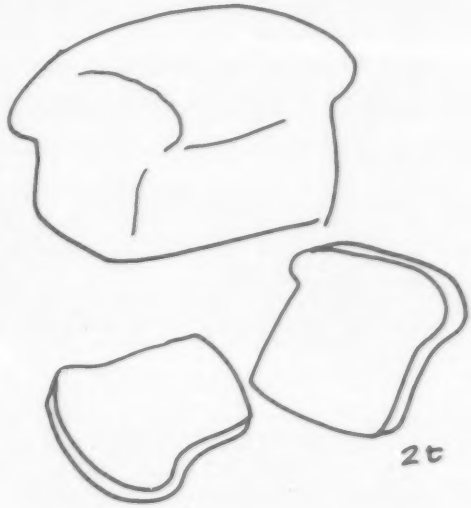


2q

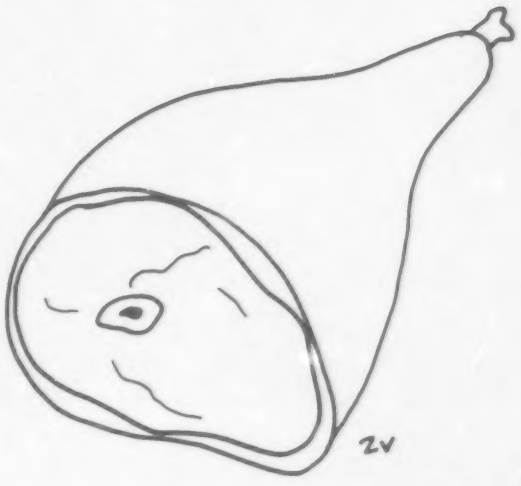
2r

2s



2t

2u

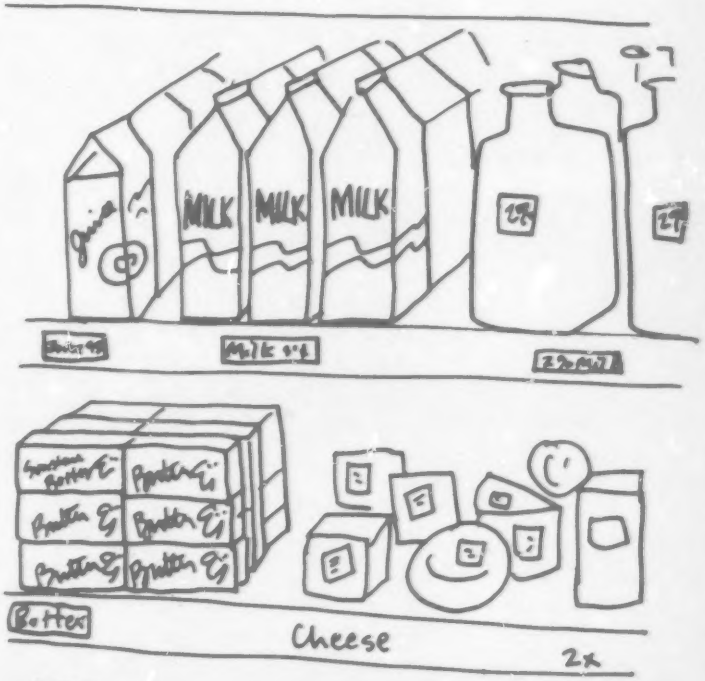


2v

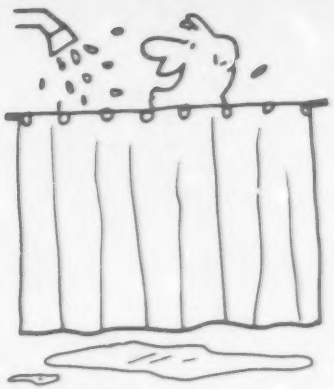
MEAT DEPARTMENT

2w

DAIRY SECTION

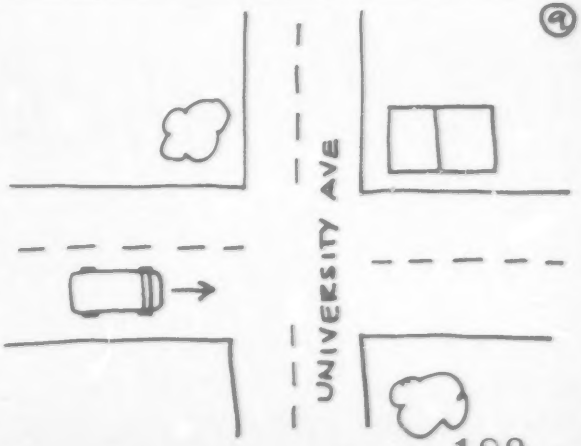


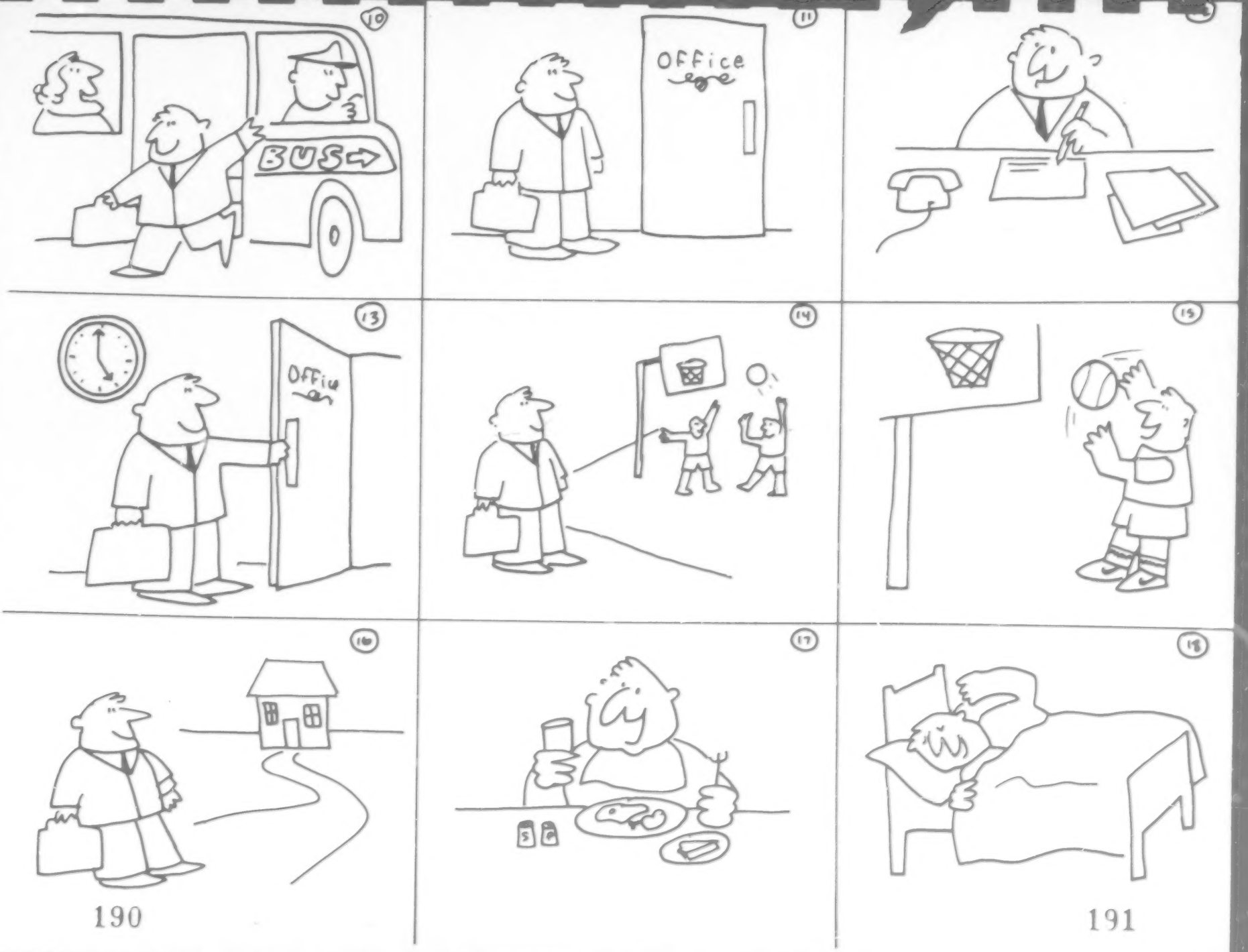
2x



NEWS

BUS


UNIVERSITY AVE


10
BUS
11
OFFice
12
13
OFFice
14
15
16
17
18